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AUTHOR Orr, John D.
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ABSTRACT

A random sample of the 7,996 volunteer adult 4-H program leaders in Nebraska were sent a questionnaire to determine how the 4-H leaders felt about the contribution of the 4-H program to family strengths such as appreciation, sharing, good communication, commitment, and sharing values. Of the 334 Family Involvement Questionnaire responses, 315 usable responses from leaders indicated that the 4-H program was effective. Eighty-one percent of the 4-H leaders sampled felt that the 4-H program was effective in giving parents and members of their family opportunities to spend additional time together. Only five leaders felt that the 4-H program was not effective in the area of giving members opportunities to express apreciation to others. More than 45% felt that 4-H was very or extremely effective in giving opportunities for members to learn to communicate. Four-H leaders felt that the program was effective in contributing to citizenship development of youth and in teaching other values. Additionally, leaders felt that 4-H programs provided opportunities for members to learn to deal with problems in a positive way. The length of time the person had been a 4-H leader influenced the amount of confidence the leader had in the 4-H program as an influence in building family strengths. (AH)

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Evaluation Study of

THE 4-H PROGRAM CONTRIBUTION TO FAMILY STRENGTH

Evaluation by

John D. Orr, Ed. D.
Extension Specialist
4-H

July, 1981

Nebraska Cooperative Extension Service
Institute of Agriculture and Natural Resources
University of Nebraska-Lincoln

COOPERATING UNIVERSITY PERSONNEL

Nick Stinnett, Ph.D., Professor and Chairman Human Development and The Family, University of Nebraska-Lincoln

Robert J. Florell, Ed. D., State Leader, Extension Studies and Training, Professor, Adult and Continuing Education, University of Nebraska-Lincoln

William E. Caldwell, Ed. D., Assistant Director, 4-H and Youth Development Professor, Cooperative Extension Service, University of Nebraska-Lincoln

S. Kay Rockwell, M.A., Evaluation Technologist, Studies and Training, Cooperative Extension Service, University of Nebraska-Lincoln

Nancy M. Wagner, Statistical Technician, Cooperative Extension Service, University of Nebraska-Lincoln

Robert F. Mumm, B.S., Professor, Biometrics and Information Systems, University of Nebraska-Lincoln

Donna M. Gilroy, Secretary, Cooperative Extension Service, University of Nebraska-Lincoln

4-H Building Family Strengths

SUMMARY

REPORT

As Identified by Nebraska 4-H Leaders

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4-H BUILDING FAMILY STRENGTHS

By John D. Orr
Specialist, 4-H and Youth Development

Prints of Norman Rockwell's painting, "The County Agent", hang in many Extension agent's offices throughout the United States.

Briefly, the scene includes a boy and dairy calf . . . the county agent pointing out the girth of the calf . . . a sister ready to share her 4-H project . . . proud, but apprehensive parents looking on with intense interest. Rockwell might have titled the painting: "4-H, A Family Affair".

The majority of people in the United States consider a strong, satisfying family as one of our most important societal goals. But, what is the impact of our societal functioning groups, such as 4-H, upon the family?

DEFINITION OF FAMILY STRENGTH:

Dr. Nick Stinnett, chairman of the Department of Human Development and the Family, University of Nebraska, studied 99 strong families throughout Oklahoma in the Family Strengths Research Project (1976). Strong families enjoy marital satisfaction; a high degree of happiness in the parent-child relationship; and were seen as effective in meeting each other's emotional needs.

Stinnett's family strengths research project identified these indicators of family strength that strong families shared:

1. Appreciation — Strong families do more than have feelings of appreciation. They express those feelings in words and action. They let each other know they are special.
2. Sharing — Strong families spend a great deal of time together in work and play. They enjoy being together.
3. Good communication — Strong families have developed the ability to look beyond each others' faults and see their needs. Strong families share concerns. They communicate openly.
4. Commitment — Strong families are committed to helping and promoting each others' happiness. They are actively involved in setting family goals.
5. Sharing values — The families in Dr. Stinnett's study shared a high degree of religious orientation. They shared a set of common values.
6. Dealing with problems in a positive way — Strong families learn to deal with problems and stress in a positive way.

METHODOLOGY:

There were 7,996 volunteer adult 4-H leaders in Nebraska in 1979. A random sample of those 4-H leaders were sent a questionnaire to determine how the 4-H leaders felt about the contribution of the 4-H program to family strengths as defined in the Stinnett research.

COMMITMENT:

Planning and carrying out those plans is central to the 4-H program. The Nebraska 4-H leaders surveyed felt that the 4-H program was effective. One leader commented: "In our club, each member is encouraged to make their individual plans and en-

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couraged to carry them out." Another leader wrote: "Members who do a good job of learning to plan and carry out goals stay in 4-H."

Four-H families become involved as families in setting family plans as well as 4-H plans. Each person has a chance to be important. This process takes time and commitment on the part of all family members.

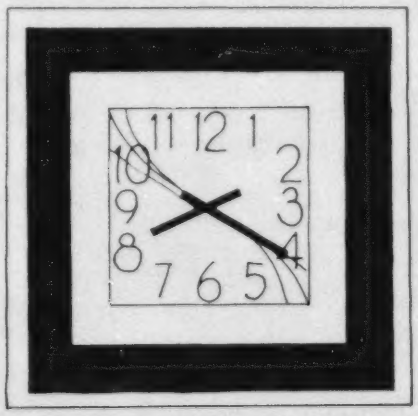
SPENDING POSITIVE TIME TOGETHER:

Strong families enjoy spending time together. Eighty-one percent of the 4-H leaders sampled felt that the 4-H program was effective in giving parents and members of their family opportunities to spend additional time together.

Leader's comments included the following statements:

"One parent made this remark to me just recently. 'My daughter and I have grown closer since we've been in 4-H'."

"We chose 4-H because our whole family can be at the meetings, even our small child can go and enjoy it. We don't have to leave our small child at the sitter. That's a real plus."



But some leaders felt this way: "Our parents in our club leave all of the work to the leaders."

Leaders and the public see the county fair as being a family affair. News releases usually include a child's and parent's name whenever possible. The theme for the state fair has included 4-H as a family affair.

The 4-H curriculum includes a project on family strengths that emphasizes families spending quality time together.

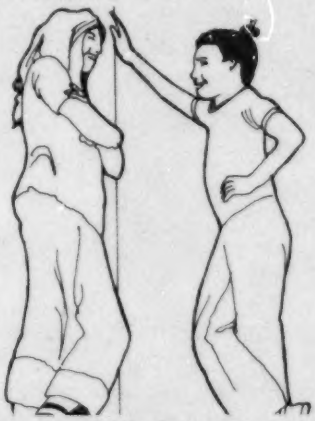
From the response of 4-H leaders, this is an area that 4-H makes a definite contribution.

APPRECIATION:

The 4-H leaders sampled felt that the 4-H program was effective in giving members opportunities to express appreciation to others. Only five persons were of the opinion that 4-H was not effective in this area. Here is a sampling of what leaders said.

"In our 4-H club, I hear 4-H members say thank you a lot."

"When a child is taking a project, the child is bound to ask questions. When they receive the help they usually say thank you. This carries over into adult life."



"In our county, 4-H'ers are expected to write thank you notes. We appreciate that encouragement.

But some had negative comments:

"Sometimes our eagerness to compete gets in the way when trying to appreciate the success of others."

There are many recognition strategies built into the 4-H Program: leader banquets, thank you notes, project awards, and newspaper articles. Service projects are seen by some leaders as a form of recognition to others, and members receive attention in return.

Some leaders felt that members are recognized quite often but may not express appreciation for the work that others did to make their recognition possible.

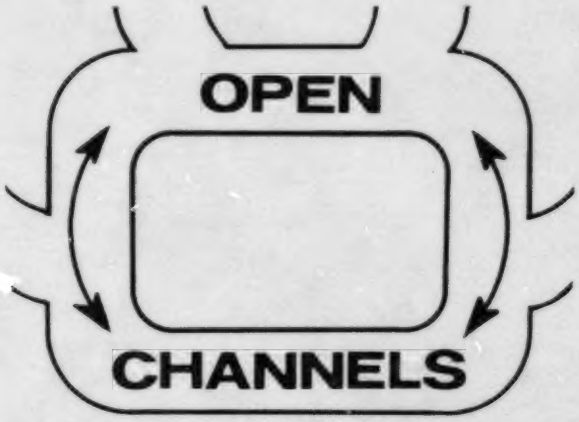
COMMUNICATION:

The 4-H leaders sampled felt that 4-H was effective in giving opportunities for members to learn to listen, discuss, and share feelings and opinions.

Only three persons felt that 4-H was not effective. More than forty-five percent (45%) felt that 4-H was very or extremely effective.

Communication is central to the other factors contributing to family strength examined. Without communication, it would be difficult to express appreciation, share family time together, set family goals, or share values.

Communication is also central to the 4-H program. Demonstrations, judging, public speaking, officer experiences, and experience at camp, conferences, fairs or shows allows members to communicate.



The 4-H leader's comments were positive about 4-H's contribution to communication in building family strengths:

"If clubs elect officers and really give their members the chance to say what they think about what the club does as a whole, I think the results can be very effective."

"Our club enjoys the judging and fair projects. They like competition. The discussion, feelings, and opinions flow easily."

"A child will often open up and share with his own peers before he will discuss it with anyone else."

VALUE SYSTEM:

Four-H leaders felt that the program was effective in contributing to the citizenship development of youth.

Perhaps this section drew some of the more frank reactions from leaders:

"I believe a good 4-H member sets his goals higher than the others of their age and maintains a higher value system."

"Judges who are not familiar with items to be judged sometimes make mistakes in judging. These experiences test the child's sense of value."

"In 4-H, you are never asked to do anything not consistent with own values and beliefs."

"Four-H is effective but a little too much emphasis is placed on being the best rather than doing your best."

"I think very often a member's own value system is seriously depleted by callous and careless judge's comments and a dependency upon ribbon placings to feel worthy."

Citizenship has traditionally been a part of 4-H. The Citizenship Short Course, group discussion at camps or conferences, and citizenship discussion at district teen retreats have all been constructive.

DEALING WITH PROBLEMS IN A POSITIVE WAY:

To a nine-year-old, giving a speech or going to a county fair, may be a stressful situation. How does the family react? How does the judge interact with the child? How do the other members see the temporary crisis?

Four-H leaders commented:

"Members learn to give and take, win or lose, which everyone does all through life. The club can help the member to react positively even when things are not going well. Four-H leaders can help best by being good listeners."

"Four-H provides an excellent opportunity to learn to solve problems. Parents tend to remove the problems for the child rather than letting the child take the responsibility."

Camp counselors are given four hours of instruction at the statewide camp counselor training meeting relative to dealing with problems in a positive ways at camps. The results of this survey would indicate that this is time well spent.

The interpersonal relation workshop was evaluated highly at the 1981 Nebraska State 4-H Conference. Consideration should be given to dealing with stress as a possible topic.

Consideration **should be** considered for the continuation of the discussion on "teen concerns" at the Leadership and Environment Camps.

Four-H leader training should perhaps be expanded for 4-H training dealing with family strengths. Topics might include: value clarification, dealing with stress, listening skills, role of the leader in consultation with 4-H members and the leader's role in building family strengths.

SUMMARY:

The Nebraska 4-H leaders returning the questionnaire felt that 4-H was effective in contributing to the building of family strengths.

Those same leaders felt that their own families were strong. As one leader wrote:

"I discussed this with my husband. We are blessed with four daughters with whom we have had a really close communication. I feel if we can learn to listen to our children, first and foremost, then we will do this with others and hope to relate understanding

and discussion with members''.

The motto of the 4-H program is: ''To Make the Best Better''. Apparently, the Nebraska 4-H leaders feel that one of the many ways to build family strengths is through the 4-H program.

REVIEW OF FINDINGS

The longer a person had been a 4-H leader, the more confidence they had in the 4-H program as an influence in building family strengths.

The more confidence leaders had in 4-H as a way to build family strength, the more credit they gave 4-H as an avenue to motivate youth to express appreciation, spend additional time with parents, communication, carrying out of goals, and maintaining their value system.

The higher 4-H leader's esteem for their own family as a strong family, the more trust they had in 4-H as a builder of family strength.

The leadership role that a 4-H leader assumed in a club influenced their perception of 4-H as an influence in building family strength.

Nebraska 4-H leaders indicated that 4-H was effective in contributing to a 4-H member's ability to **express appreciation.**

Nebraska 4-H leader indicated that 4-H was effective in contributing to 4-H family members **spending more time together.**

Nebraska 4-H leaders indicated that 4-H was effective in contributing to a 4-H member's ability to communicate with his family.

Nebraska 4-H leaders indicated that 4-H contributed to a 4-H member's ability to be involved in planning, setting goals, and commitment to use time wisely in carrying out those goals.

Nebraska 4-H leaders indicated that 4-H contributed to a 4-H member's ability to deal with problems in a positive way.

RECOMMENDATIONS:

Consider focusing on the excellent 4-H project — E.C. 23-30-78. **Building Family Strength.**

Consider including a visual aid (Family Strength) presentation from those available from (E.C. 0-41-81) 4-H Audio-Visual Aid Catalog, page 16.

Consider focusing on the E.C. 23-21-75, **Heritage 4-H Project.**

Encourage 4-H members in demonstrations, public speaking, and officer involvement.

Encourage opportunities for youth to interact with older adults.

Encourage 4-H leaders to continue at 4-H leaders.

Encourage 4-H members to stay in 4-H.

Include Building Family Strengths discussion as topics for camps and conferences.

Inform youth and adults of the importance of ''Building Family Strength''.

ADDITIONAL READING:

If you are interested in additional information on strengthening families. it can be found in the following books:

Otto, Herbert A., **More Joy in Your Marriage,** New York: Hawthorne Books, 1969. Now available from the Holistic Press, 8909 Olympic Blvd., Beverly Hills, CA 90211.

Otto, Herbert A., **The Use of Family Strength Concepts and Methods in Family Life Education,** Beverly Hills: Holistic Press, 1975.

Satir, Virginia, **Peoplemaking,** Palo Alto: Science and Behavioral Books, 1972.

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AA. Questionnaire sent to those who pre-tested the instrument

B. Cover letter to the 500 Nebraska 4-H Leaders included in the random sample

BB. Questionnaires sent to the 500 Nebraska 4-H Leaders considered to be a representative sample

C. Nebraska Home Economics Neb Guide HEG 78-97 Building Family Strengths was sent to those Nebraska 4-H Leaders involved in the pre-test and those represented in the sample

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Chapter I

INTRODUCTION

Norman Rockwell's painting, "The County Agent", hangs in the Nebraska Center for Continuing Education on the East Campus of the University of Nebraska. The painting has been evaluated by some as a stereotype of what the public perceives as the 4-H Program and the role of the County Extension Agent.

Briefly, the scene includes a boy and a dairy calf... the County Agent pointing out the girth of the calf... a sister ready to share her 4-H project... proud, but apprehensive parents looking on with intense interest. Rockwell might have titled the painting: "4-H, A Family Affair".

July and August are the seasons for county fairs and editorials in the newspapers concerning 4-H. Editors across the United States extol 4-H as "a family affair." The whole family is caught up in the excitement of the exhibiting of various projects.

Christmas letters from friends include family members' activities in youth groups, which often include 4-H.

The Extension Committee on Organization and Policy (National) published a report in 1975, "4-H in Century III". The following comments are taken from that report:

> An American invention, the 4-H Program of the Cooperative Extension Service, originated near the beginning of the 20th Century as a result of a vital need to improve life in rural areas.(p.1)

> There was a close affiliation between the school and home in this early 4-H Program--adults in the family often being persuaded to adopt new practices as a result of the successes experienced by the 4-H youth. (p.1)
>
> In 1914, the Smith-Lever Act established the Cooperative Extension Service, an organizational entity of the United States Department of Agriculture and the Land-Grant system. (p.1)

The "Four-H in Century III" report also has this to say about extensive family involvement:

> Four-H helps youth improve their family and home life by encouraging family-oriented learning experiences which lead to closer parent-child relationships. Since parents are a most important influence in youth development, parent cooperation and participation in the 4-H program is given high priority. (p.4)

Ronald T. Daly, former Nebraska Extension Family Life Specialist and now Family Relationships and Child Development Specialist, Family Education Unit, Cooperative Extension Service, U.S.D.A., Washington, D.C., developed a Nebraska 4-H Family Project, E.C. 23-20-78, Building Family Strengths. In the note to parents, Daly indicates:

> This project is designed to provide an opportunity for 4-H members and their families to develop a greater appreciation of: 1) their heritage, 2) the uniqueness of each family member, 3) ways families can build on family strengths and 4) sharing some memorable times together.

The theme for the youth section of the 1979 Nebraska State Fair was "4-H, A Family Affair." Nebraska 4-H volunteers and paid staff of the Cooperative Extension Service have cooperated in the 1980 focus on the "International Year of the Family."

NEED FOR RESEARCH

The majority of people in the United States consider a strong, satisfying family as one of our most important societal goals. But, what is the impact of society upon the family? Research is needed to determine the impact upon the family of those agencies, clubs, and organizations that are an integral part of our society. International, national, state, and local decision-makers need data to understand the value and contribution of various societal components upon the family.

Research continues to be needed to establish data which will help 4-H be accountable to funding groups on the national, state, and local levels.

Descriptive research continues to be needed that can be used as a benchmark for future reference. As the 4-H program changes to meet the perceived needs of society, there will be changes in organizational structure, methods and clientele. Without benchmark studies, there can be less certainty at to the direction and degree of change in family mores.

Descriptive research continues to be needed to verify claims made that 4-H is considered by 4-H Leaders to be "a family affair."

Liberal space was included on the study questionnaire for Leaders' comments. The Leaders will included many statements that will be helpful in 4-H staff program decision-making.

DEFINITION OF TERMS

Four-H refers to a voluntary, educational program designed to meet the needs and interests of boys and girls. Its purpose is to educate.

Member refers to youth who consider themselves a part of 4-H, who have reached their ninth birthday during the calendar year and must not have passed their 19th birthday as of January 1 of the current year.

Family refers to a basic unit in society having as its nucleus one or more adults living together and cooperating in the care and rearing of their own or adopted children.

Volunteer refers to a person serving without financial reward.

Four-H Leader refers to persons who coordinate the various tasks that need to be accomplished to lead a group in projects and activities.

Strong family refers to a family that meets these guidelines:

1. The family members appear to have a high degree of happiness in the parent-child relationship.
2. The family members appear to fulfill one another's needs to a high degree.
3. As to the contribution of 4-H to building family strengths, Stinnett (Stinnett, 1976) felt all "strong families" shared:

1. The degree that 4-H contributes to a member's ability to express appreciation.
2. The degree that 4-H contributes to 4-H family members spending time together.
3. The degree that 4-H contributes to a 4-H member's ability to communicate with his family.
4. The degree that 4-H contributes to a person's ability to be involved in planning, setting goals, and committment to use time wisely in carrying out those goals.

5. Indicate the degree that 4-H contributes to the awareness of a Higher Power that gives the 4-H member a sense of purpose.

6. Indicate the degree that you feel that 4-H contributes to a member's ability to deal with problems in a positive way.

OBJECTIVES

Four objectives for the evaluation were identified:

1. To determine how the Nebraska 4-H Leaders felt about the contributions of the Nebraska 4-Program to family strengths as defined in the Stinnett Research.
2. To provide a general description of the Nebraska 4-H Leader's perception of the degree that 4-H involves the family.
3. To access the Nebraska 4-H Leader's perception of their own family strengths.
4. To access the difference in the perception of Nebraska 4-H Leader's concerning the contribution of the Nebraska 4H program to family strengths (as defined by Stinnett) according to:
    a) years of leadership
    b) leadership roles in the organization
    c) leader's perception of 4-H in strengthening family relationships
    d) leader's perception of own family strengths

NULL HYPOTHESIS STATEMENTS

The following are Null Hypothesis Statements intended to support the objectives stated above.

Null Hypothesis #1: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to express appreciation and the number of years a 4-H Leader has been a volunteer leader.

Null Hypothesis #2: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to express appreciation and the role of that volunteer leader in the 4-H organization.

Null Hypothesis #3: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to express appreciation and the leader's perception of 4-H in strengthening family relationships.

Null Hypothesis #4: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to express appreciation and the 4-H Leader's perception of his own family strength.

Null Hypothesis #5: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to 4-H families spending time together and the number of years a 4-H leader has been a volunteer leader.

Null Hypothesis #6: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to 4-H families spending time together and role of that volunteer leader in the 4-H organization.

Null Hypothesis #7: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to 4-H families spending time together and the leader's perception of 4-H in strengthening family relationships.

Null Hypothesis #8: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to 4-H families spending time together and the 4-H Leader's perception of his own family strength.

Null Hypothesis #9: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a 4-H Member's ability to communicate within his family and the number of years a 4-H leader has been a volunteer leader.

Null Hypothesis #10: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a 4-H Member's ability to communicate within his family and the role of the volunteer leader in the 4-H organization.

Null Hypothesis #11: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a 4-H Member's ability to communicate within his family and the leader's perception of 4-H in strengthening family relationships.

Null Hypothesis #12: There is no statistically significant difference between the 4-H Leader's perception of the degree that

4-H contributes to a 4-H Member's ability to communicate within his family and the 4-H Leader's perception of his own family strength.

Null Hypothesis #13: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a person's ability to be involved in planning and setting goals and commitment to use time wisely in carrying out those goals and the number of years a 4-H Leader has been a volunteer leader.

Null Hypothesis #14: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a person's ability to be involved in planning and setting goals and commitment to use time wisely in carrying out those goals and the role of the volunteer leader in the 4-H organization.

Null Hypothesis #15: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a person's ability to be involved in planning and setting goals and commitment to use time wisely in carrying out those goals and the leader's perception of 4-H in strengthening family relationships.

Null Hypothesis #16: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a person's ability to be involved in planning and setting goals and commitment to use time wisely in carrying out those goals and the 4-H Leader's perception of his own family strength.

Null Hypothesis #17: There is no statistically significant difference between the 4-H Leader's perception of the degree that

4-H contributes to the members sense of values that gives the 4-H Member a sense of purpose and the number of years a 4-H Leader has been a volunteer leader.

Null Hypothesis #18: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to the members sense of value that gives the 4-H Member a sense of purpose and the role of the volunteer leader in the 4-H organization.

Null Hypothesis #19: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to the members sense of values that gives the 4-H Member a sense of purpose and the leader's perception of 4-H in strengthening family relationships.

Null Hypothesis #20: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to an member that gives the 4-H Member a sense of purpose and the 4-H Leader's perception of his own family strength.

Null Hypothesis #21: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to deal with problems in a positive way and the number of years a 4-H Leader has been a volunteer leader.

Null Hypothesis #22: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to deal with problems in a positive way and the role of the volunteer leader in the 4-H organization.

Null Hypothesis #23: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to deal with problems in a positive way and the leader's perception of 4-H in strengthening family relationships.

Null Hypothesis #24: There is no statistically significant difference between the 4-H Leader's perception of the degree that 4-H contributes to a member's ability to deal with problems in a positive way and the 4-H Leader's perception of own family strength.

Chapter II

REVIEW OF LITERATURE

There is a large quantity of literature devoted to family life. There is much less devoted to family strengths and few references to the agency contribution to family strengths. The review of literature presented here pertains to: 1) the contribution of strong families, 2) the definition and utilization of family strength, and 3) the influence of groups (including family) on the child's learning.

The Contribution of Strong Families:

Strong families contribute to the health of individuals in the following ways: 1) Stress--Improved interpersonal relationships between family members also improves their ability to cope with stress (Tracy, 1971). 2) Emotional--The prevention of serious emotional problems comes through strengthening family life (Joint Commission on Mental Health of Children, Inc., 1969). 3) Juvenile Delinquency--There is evidence that a cohesive family life--where each member has a place--is the most effective barrier against juvenile delinquency (Mauch, 1970). 4) Drugs--A strong family structure is protection against the introduction of drugs (Rosenthal and Mathner, 1972). 5) Crisis--Strong families respond to difficulties by pooling together toward the most constructive solution possible (Sauer, 1976). 6) Values--The strong family is selective in its value system and selects friends of the family for their children based on the similarity of the family members'

values (Zimmerman and Cervantes, 1960). 7) Children's Motivation to Achieve--Morrow and Wilson (1961) discovered that parents of high-achievers shared family recreation, confidence, and ideas and were more approving, trusting, affectionate, and encouraging to their sons than parents of under-achievers. 8) Child's Self-Concept--Mote (1967) and Ahlstrom and Havighurst (1971) observed parental satisfaction associated with the child's self-concept. 9) Chailkin and Frank (1973) found successful families' self-other perceptions related to good child adjustment. 10) Tracey (1971) also noted improved parent-child relationships influenced abilities to meet and deal with stress from other relationships.

Definition of Family Strengths:

Dr. Nick Stinnett, Chairman of the Department of Human Development and the Family, University of Nebraska, commenting on his research on the characteristics of strong families said:

> The challenge of strengthening family life depends upon gaining knowledge about strong, healthy families. It is to this challenge that we have addressed ourselves in the Family Strengths Research Project. In this research, we have studied 99 strong families throughout Oklahoma. (These families were identified as having a high degree of marital satisfaction; a high degree of happiness in the parent-child relationship; and were seen as effective in meeting each others' emotional needs). We wanted to find out what has made these families strong. We are beginning to get an answer as five patterns have emerged from these strong families. (Stinnett, 1979)

Stinnett found that strong families share these characteristics: Appreciation, Sharing Time, Communication, Commitment, Sharing Values, and the Ability to Cope with Crisis.

Because this study was inspired by the Stinnett research and that research provided the basis for this study, a copy of Nebraska Home Economics Neb Guide (HEG 78-97), "Building Family Strengths", is enclosed for your further information in the Appendix. The Neb Guide expands on the Stinnett study.

The term strong families can also be described as follows: Anthony (1969) stated that strong families respond to difficulties by pooling together resources and working together toward the most constructive solution possible. Solomon (1972) also stated that emotional stability is dependent on the family's attitude toward their surname. A positive correlation existed between emotional stability and a good family identity. A strong family structure is protection against the introduction of drugs (Rosenthal & Mathner, 1972).

The good family is selective in its value system and selects friends of the family and for their children based on the similarity of their values (Zimmerman & Cervantes, 1960). Three main objectives for a healthy family are (1) keeping the parents together, (b) rearing the children properly, and (c) giving the children accepted goals in life (Zimmerman & Cervantes, 1960). Bricklin and Bricklin (1970) defined a strong family as organized, not chaotic, where each member knows and respects each other and maintains a feeling of emotional togetherness.

Zimmerman (1972) proposed a suggested outline for a research project dealing with ideal or good families. Young (1953) described strong families in relation to society and stated that

adaptability is the most important need of the family. Hill (1970) researched the success or failure of families in structuring and controlling the future. Kinter and Otto (1964, p. 363) found family strengths in foster family selection resulting in 16 categories, the top six being: (a) doing things together, (b) understanding and consideration, (c) love, (d) religion, (e) child-rearing practices, and (f) cooperative attitude. Qualities of a successful family, researched by Mudd, Mitchell, and Taubin (1965) were in descending order: (1) feeling and expression of love, (b) understanding and respect, (c) effective communication of thought, feelings and actions, and (d) to know how to listen to each other considerately.

Otto (1962, p. 78) conducted a research study with 27 families with the Family Strength Questionnaire and asked the open-ended item, "The following are what we consider to be major strengths in our family." Of the 147 total strengths listed, categories were established (Otto, 1963). This study is the basis for a framework of 12 components of family strengths.

1. The ability to provide for the physical, emotional, and spiritual needs of a family.
2. The ability to be sensitive in the needs of the family members.
3. The ability to communicate effectively.
4. The ability to provide support, security, and encouragement.
5. The ability to initiate and maintain growth-producing relationships and experiences within and without the family.

6. The capacity to maintain and create constructive and responsible community relationships in the neighborhood, the school, town, etc.

7. The ability to grow with and through children.

8. The ability for self-help, and the ability to accept help when appropriate.

9. An ability to perform family functions and roles flexibly.

10. Mutual respect for the individuality of family members.

11. The ability to use a crisis or a seemingly injurious experience as a means of growth.

12. A concern for family unity, loyalty, and interfamily cooperation.

These components are interacting, related, and when taken as a whole, result in family strength. They are constantly changing aspects within the family system.

After many years' experience and research in family strength, Otto (1975, p. 16) defined family strengths as:

> . . .those forces, and dynamic factors in the relationship matrix which encourages the development of the personal resources and potential of members of the family and which make family life deeply satisfying and fulfilling to family members.

The average, healthy individual operates at 15 to 20 percent of his potential (Otto, 1964, p. 440). Otto (1964, p. 441) stated that integration and actualization of one's potential comes:

> . . .only when the major and conscious life focus of the individual is directed toward translating his potential into action. This means that every possible conscious (and unconscious) effort is bent in this direction, and that the basic life pattern is one of consistently seeking experiences and deep interpersonal relationships, with the conscious aim of searching out and actualizing potentialities.

The key to working with families and achieving change, according to Otto (1975) is to work with the family's strengths rather than weaknesses.

Family therapy helps each member to understand how he works within the family structure, what role he plays, and how he can change it.

The Influence of Groups (Including Family) on the Child's Learning.

Much has been written on methods used to involve youth in learning situations. Little has been written about the impact of groups (including families) on the education of youth.

Mr. Edward Bishop has been credited as being the father of the 4-H movement. In September, 1893, Mr. Bishop was a teacher at Middle Creek School, District 22, Seward County, Nebraska. At the beginning of the school year, Mr. Bishop invited the 40 pupils to have their parents visit school.

> The following morning, Little Hattie Leibrock shyly informed the teacher that her mother was too busy to visit the school, but would be glad to have the teacher visit the home. When he visited the family, they were busily engaged in butchering. As he watched and asked questions, the idea dawned upon him that such activities of farm life would be a basis for making school work more challenging for the pupils if their lessons were based on their farm experiences. As a result, he began correlating school work with farm life and the caliber of school work increased greatly. Bishop's influence was felt outside the district when he held evening meetings on parliamentary procedure and debate in an adjoining school district where there was a larger building. Young adults and their parents came to these meetings. (Orr, 1970)

Becher (1976) found a significant difference between American and Israeli youth with respect to their orientation toward self,

family, and community. Early independence and self-reliance appears to be more pronounced among Americans than among Israelis. Israelis tend to view their society as the extension of the family and acknowledge the right of both to demand loyalty and personal sacrifice under specified conditions. Americans tend to draw a sharp line between the family and all others.

Kramer (1974) felt that families needed to play with their children both in the home and in community group settings. He found that "the parents who hold a child, play with it, teach it, and care for it, are giving shape and texture to family life."

Good work awards were found to be a connecting link between the school and home. The result was usually family and child pride in school work, and additional home reinforcement for work at school (Chun and Mays, 1974).

The Family Hour revolves around a weekly parent visit to a day school that their child attends. These experiences indicated a three-fold effect on parents: enhanced status through group acceptance and through recognition of them as individuals with something to contribute; better understanding of their children's abilities, needs and problems; a closer, friendlier relationship with the Center's staff (Corrado, 1975).

Bowman (1976) in reporting on family weekend model jointly developed by a family service agency, a school of pastoral care, and the regional education office of a small protestant denomination found that families need opportunities to come together with other families to identify strengths, sharpen communication skills, and establish goals.

For many children, there is little continuity between values stressed in the home and those values set forth in school. Edwards (1977) stated:

> Education must call for an end to parent apathy and an end to diffusing their roles as instructors and academicians because of impossible demands placed upon them to serve as parent surrogates and family support systems.

In order to raise students' cognitive development, Shiporo and Bloom (1977) stated:

> Educators must consider non-cognitive student variables such as pre-school experience, home environment, geographic transience, individual personality, parental involvement, socio-economic status, race, sex, family size, and spacing.

T. H. Bell (1975), in a paper presented at the Child and Family Conference at Columbia University, stressed that education is life itself rather than preparation for life. Three propositions are developed from this view: 1) We must get away from the notion that education takes place only in a formalized setting; 2) We must recognize that education extends from birth through adulthood; 3) Our formal school curricula have been too "correct answer" oriented.

Parents (Altman, 1975) tend to view the resident camp experience as one which can play an important role in the personal and social development of their children. Altman found that parents viewed the value of a camping experience to be:

> The separation of the child from home to what can generally be assumed to be a supportive group living environment, the opportunities for independence, and the opportunities for making new friends are seen as important attributes of the resident camp.

Chapter III

PROCEDURES

There were 7,996 4-H Leaders in Nebraska in 1979. Each person identified by their County Agent as a 4-H Leader is provided a subscription to the National 4-H News Magazine. The National 4-H News Magazine provided the researcher with a numbered address list print-out of the names of the Nebraska 4-H Leaders.

Mr. Robert M. Mumm, Consultant, Biometrics and Information Systems Center, 103 Miller Hall, University of Nebraska, Lincoln, Nebraska, assisted the researcher in obtaining an SAS print-out of 500 numbers considered to be a random sample of 7,996 numbers from 0 to 7,996.

Secretaries matched the 500 random sample numbers provided by Mr. Robert Mumm with the appropriate 4-H Leaders' names from the master list and entered those names in the System Six Word Processor automatic typewriter.

Each questionnaire was coded using the numbers from 1 to 500 corresponding to the names on the address list. One copy of the questionnaire was mailed to each selected leader. Those leaders who did not respond to the initial questionnaire were sent follow-up questionnaires. A total of three mailings were made.

THE INSTRUMENT

The questionnaire used in the study was evaluated by the following review panel: Dr. Nick Stinnett, Chairman of the

Department of Human Development and the Family, University of Nebraska; Mr. Donald Siffring, District Extension Specialist, 4-H and Youth, and C.R.D., North Platte, Nebraska; Ms. Constance Ahlman, County Extension Agent, Weeping Water, Nebraska; and Dr. Robert J. Florell, State Extension Leader, Studies and Training, Lincoln, Nebraska. The panel, all of whom have advanced degrees, are also very familiar with the 4-H Program.

The questionnaire is included in the appendix of this document.

STATISTICAL ANALYSIS

According to Wert, Neidt, and Ahmann (1954) Chi-square is a statistical technique which enables the investigator to evaluate the probability of obtaining differences between the actual and expected frequencies in the categories of one or more classifications as a result of sampling fluctuations. The Chi-squared formula is found in Table 1.

Table 1

Formula Used to Compute Chi-squared

$$\text{Chi-squared} = \frac{(\text{Actual Frequency} - \text{Expected Frequency})^2}{\text{Expected Frequency}}$$

Chi-squared determines whether the sample frequencies in a classification are significantly different from those which would result if only chance factors were operating.

The data was analyzed using the Chi-squared technique. Due to the size of the project, the University of Nebraska Computer Center data processing machine programs based on the Chi-square techniques was utilized. In addition to the total Chi-square for the table, the program provides for the Chi-square contribution for each cell to the total Chi-square contribution. The data process program also allows for the computation of percentages of each cell to the column contribution, row percentages and total percentages.

Each of the hypotheses was considered in terms of a null hypothesis. According to a null hypothesis, no significant difference exists between the variables being considered. The .05 level of significance was employed. If a null hypothesis is rejected at the .05 level of confidence, then the difference between the two factors is so great that such a difference would occur only five times out of 100 due to sampling fluctuation if this difference between the two groups were actually zero.

CHAPTER IV

DATA TABULATION

FREQUENCY AND DISTRIBUTION ANALYSIS

The Family Involvement Questionnaire was returned by 334 of the 500 randomly selected names generated from the 1979 Nebraska 4-H Leader list. This represented a 67% return.

There were 19 of the questionnaires that were not usable. Five respondents left the questionnaire blank and indicated that they had not been 4-H leaders. Three respondents indicated they did not have children or a spouse so they felt they were not a family. Five envelopes were returned with address indicated as unknown. Three of the random samples were addressed to libraries. Three of the questionnaires were returned after the information had been transferred to the computer.

TABULATION OF QUESTIONS:

The following is the frequency tabulation of responses for each of the items on the questionnaire.

TABLE 2

YEARS OF LEADERSHIP

A. HOW MANY YEARS HAVE YOU BEEN A 4-H LEADER? N = 315

	N	%
1 year	23	7.3
2-4 years	97	30.8
5-9 years	97	30.8
10-19 years	50	15.9
20-29 years	8	2.5
30 years or over	3	1.0
Have not been a 4-H leader	37	11.7
	315	100.0%

TABLE 3

LEADERSHIP ROLE

B. WHICH OF THE FOLLOWING STATEMENTS MOST CLOSELY FITS YOUR LEADERSHIP ROLE IN THE 4-H CLUB? N = 314

	N	%
The only adult 4-H Leader in the club	27	8.60
The organizational 4-H Leader with one or more other adult leaders to help	123	39.17
Help the main 4-H Leader with various projects or activities	118	37.58
Have not been a 4-H Leader, but am an interested parent.	20	6.37
Neither a 4-H Leader nor interested parent in the 4-H program.	8	2.55
Other	18	5.73
	314	100.0%

TABLE 4

APPRECIATION

C. HOW EFFECTIVE DO YOU FEEL 4-H IS IN GIVING MEMBERS OPPORTUNITIES TO EXPRESS APPRECIATION TO OTHERS? N = 315

	N	%
Extremely Effective	12	3.81
Very Effective	85	26.99
Effective	125	39.68
Somewhate Effective	75	23.81
Not Effective	5	1.59
No Opinion	13	4.12
	315	100.0%

TABLE 5

SPEND TIME TOGETHER

D. HOW EFFECTIVE IS 4-H IN GIVING PARENTS AND MEMBERS OF THEIR FAMILY OPPORTUNITIES TO SPEND ADDITIONAL TIME TOGETHER? N = 315

	N	%
Extremely Effective	40	12.70
Very Effective	106	33.65
Effective	109	34.60
Somewhat Effective	47	14.92
Not Effective	9	2.86
No Opinion	4	1.27
	315	100.0%

TABLE 6

COMMUNICATION

E. HOW EFFECTIVE IS 4-H IN GIVING OPPORTUNITIES FOR MEMBERS TO LEARN TO LISTEN, DISCUSS, AND SHARE FEELINGS AND OPINIONS? N = 315

	N	%
Extremely Effective	33	10.48
Very Effective	111	35.24
Effective	133	42.22
Somewhat Effective	33	10.48
Not Effective	3	.95
No Opinion	2	.63
	315	100.0%

TABLE 7

COMMITMENT

F. HOW EFFECTIVE IS 4-H IN GIVING OPPORTUNITIES FOR MEMBERS TO PLAN, SET, AND CARRY OUT GOALS? N = 315

	N	%
Extremely Effective	55	17.46
Very Effective	122	38.73
Effective	101	32.06
Somewhat Effective	32	10.16
Not Effective	2	.64
No Opinion	3	.95
	315	100.0%

TABLE 8

VALUE SYSTEM

G. HOW EFFECTIVE IS 4-H IN SUPPORTING A MEMBER'S OWN VALUE SYSTEM. N = 315

	N	%
Extremely Effective	15	4.76
Very Effective	84	26.67
Effective	118	37.46
Somewhat Effective	55	17.46
Not Effective	11	3.49
No Opinion	21	6.67
Doesn't Apply	11	3.49
	315	100.0%

TABLE 9

DEALING WITH PROBLEMS IN A POSITIVE WAY

H. HOW EFFECTIVE IS 4-H IN GIVING OPPORTUNITIES FOR MEMBERS TO DEAL WITH PROBLEMS IN A POSITIVE WAY? N = 315

	N	%
Extremely Effective	15	4.76
Very Effective	86	27.30
Effective	128	40.63
Somewhat Effective	72	22.86
Not Effective	5	1.59
No Opinion	9	2.86
	315	100.0%

TABLE 10

STRENGTHENING FAMILY RELATIONS

I. INDICATE THE DEGREE TO WHICH YOU FEEL 4-H HAS AN INFLUENCE IN STRENGTHENING FAMILY RELATIONSHIPS. N = 313

	N	%
Extremely Important	39	12.46
Very Important	105	33.54
Important	110	35.14
Mildly Important	46	14.69
Not Important	4	1.27
No Opinion	9	2.90
	313	100.0%

TABLE 11

OWN FAMILY STRENGTHS

J. HOW DO YOU RATE YOUR OWN FAMILY IN TERMS OF EXPRESSING APPRECIATION, SPENDING TIME TOGETHER, COMMUNICATION, MAINTAINING A VALUE SYSTEM, PLANNING AND CARRYING OUT GOALS, AND DEALING WITH PROBLEMS? N = 313

	N	%
Excellent	36	11.50
Above Average	126	40.25
Average	123	39.30
Below Average	8	2.56
Poor	1	.32
No Answer	19	6.07
	313	100.0%

The following table allows an opportunity to compare the mean score for the answers to the questions C thru J on the questionnaire.

TABLE 12

COMPARING OF MEAN SCORES

	HIGH PROBLEM					LOW PROBLEM	MEAN SCORE
C. Appreciation to others	1	2	3	4	5	6	2.9
D. Spending time together	1	2	3	4	5	6	2.6
E. Communication	1	2	3	4	5	6	2.6
F. Carry out goals	1	2	3	4	5	6	2.4
G. Value System	1	2	3	4	5	6	2.9
H. Dealing with problems in a positive way	1	2	3	4	5	6	2.9
I. Strengthen Family Relations	1	2	3	4	5	6	2.6
J. Own Family Strengths	1	2	3	4	5	6	2.3

HIGHLIGHTS FROM COMMENTS

Eight questions on the survey allowed for respondent's comments. Nearly one-half of the respondents chose to comment on at least one of the questions.

The following are selected comments from the respondents:

QUESTION C: HOW EFFECTIVE DO YOU FEEL 4-H IS IN GIVING MEMBERS AN OPPORTUNITY TO EXPRESS APPRECIATION?

1. Sometimes our eagerness to compete gets in the way when trying to appreciate the success of others.

2. In our 4-H Club, I hear 4-H members say thank you a lot.

3. This area may need improving. It seems to be up to parents to express appreciation to leaders or see that their children do.

4. We all appreciate the many people who contribute to the 4-H program -- local, state, and national.

5. There is no age barrier in 4-H. Each year, we plan something for Nursing homes and shut-ins. The older folks express appreciation in so many ways.

6. When a child is taking a project, he is bound to ask questions and ask for help. This is when he appreciates the talents of others the most.

7. The 4-H'ers are in a learning situation and should be taught to recognize that almost 100% of leadership and training is volunteered by others and taught to express thanks directly to these people.

8. Many of the members I've worked with over the years come back and express appreciation.

9. Four-H gives members competitive spirit and they find that to succeed they need to rely on others -- thus, the sense of appreciation.

10. Younger members are more receptive to projects and activities in-

volving "service" or "appreciation" and have the least opportunity to do so.

QUESTION D: HOW EFFECTIVE IS 4-H IN GIVING PARENTS AND MEMBERS OF THEIR FAMILY OPPORTUNITIES TO SPEND ADDITIONAL TIME TOGETHER?

1. One parent made this remark to me just lately, "My daughter and I have grown closer since we've been in 4-H."

2. If 4-H is used the way it was intended, you are forced to create and learn with your children. It's a good feeling when you feel a new friendship growing with your children.

3. This is one area I really enjoy about 4-H. A successful 4-H'er will always be one who has family support.

4. I think 4-H in this area is great! But sometimes parents do the work that children should do.

5. Our parents in our club leave the work up to the leaders.

6. As a leader of many years, I sometimes feel that no matter how many opportunities are provided for parent-child get-togethers -- many parents just aren't interested. It's so easy to send kids off to learn something than to spend time sharing with their children.

7. We use our 4-H horse project as a total family project. This makes it possible for families to spend time together.

8. Many families have both parents working outside the home. FourH may be the best way for working parents to share time with their families.

9. Our County Fair is a family affair. It creates a reason, plan, and priority for families to be together.

10. Our 4-H meetings are attended by the whole family. This is a great opportunity to spend time together.

11. The parents that aren't willing to spend time working with their children in 4-H find out that their child doesn't stay in 4-H very long.

12. More could be done in the way of father-son or mother-daughter (or any mix) clinics.

13. We choose 4-H because our whole family could be in it -- even our small child can go and enjoy it. We don't have to leave our small child home with a sitter. She's always been welcomed at meetings and events. This has been a real plus.

QUESTION E: HOW EFFECTIVE IS 4-H IN GIVING OPPORTUNITIES FOR MEMBERS TO LEARN TO LISTEN, DISCUSS, AND SHARE FEELINGS AND OPINIONS?

1. Our club is a little disorganized but we still seem to share feelings and opinions.

2. If clubs elect officers and really give their members the chance to say what they think about what the club does as a whole, I think the results can be very effective.

3. The members must listen and discuss to learn.

4. Meetings and demonstrations are effective learning tools and ways of communicating.

5. Our club is small. Each member is important enough not to be overlooked.

6. Our club has members and parents of different ages. We have learned to share.

7. In our club, 4-H'ers are in charge and are responsible for decisions and activities. Usually, the older they are the more responsibility they are given.

8. Our club enjoys the judging and fair projects. They like competition. They like to strive to be the best. The discussions, feelings, and opinions flow easily.

9. A child will often open up and share with his own peers before he will discuss it with anyone else.

10. We especially like the Timely Topic Speaking Contest. It gives our members an opportunity to express ideas and learn by listening.

11. Even younger members speak up. Had one girl really express opinions about parental roles at meetings. General feeling of group was that she chose this time to give her feelings as she was unable to do so at home.

QUESTION F: HOW EFFECTIVE IS 4-H IN GIVING OPPORTUNITIES TO PLAN, SET, AND CARRY OUT GOALS?

1. In our club, each member is encouraged to make their individual plans and goals and then are encouraged to carry them out.

2. Members who do a good job of learning to plan and carry out goals on their own. If has been very good for them.

3. Most projects have steps to completion. As an example: For a calf project . . . much planning is needed to buy the calf, feed it, teach it to lead, and show it. Most 4-H projects work the same way.

4. I am looking back over 30 years of working with kids. Planning is very important to any success story.

5. For our children, 4-H was their first opportunity to set goals on their own. It has been very good for them.

6. Some kids take too many projects and parents do not see that they are done properly.

7. The members I have observed almost always leave their projects until the last minute before they try to cram together.

8. Younger members still need to be pushed and many times the older members are to busy to complete their projects.

9. Our teen club is especially successful because they are given opportunities to plan and to carry our their plans. We call that involvement.

10. Even goals that aren't hard to achieve, when accomplished, give me a good feeling.

11. Four-H provides the opportunity. Four-H manuals provide steps to completion of goals. The ribbons are not the most important thing but it is an indication as to how well they are carrying out their goals. Almost like a report card.

12. Our members usually picked too many projects at the beginning of the 4-H year. They realized that more effort and work was involved and only finished half of the projects.

13. It is most difficult when leaders have to re-educate members and

parents to understand that goals first need to be set. Our group isn't too receptive.

14. Our club has problems in reaching goals without parental cooperation. Four-H can't do it all.

QUESTION G: HOW EFFECTIVE IS 4-H IN SUPPORTING A MEMBER'S VALUE SYSTEM?

1. I believe a good 4-H member sets his goals higher than the others of their age and maintains a higher value system.

2. Judges who are not familiar with items to be judged sometimes make mistakes in judging. These experiences test the child's sense of value.

3. I am somewhat disappointed in the lack of emphasis in 4-H on economy, creativeness, resourcefullness, etc. It appears that the prize goes to the best animal, best wood, etc.

4. Projects are time consuming. Members must make valuable judgements. They must decide what degree of success they are willing to work toward.

5. Four-H is improving here. As a youngster in 4-H, it was thus and so, now as a leader, I see 4-H fitting its program to the child not viseversa.

6. Four-H develops confidence in themselves. Members learn to master a process or skill. They know they can do it and will tackle more difficult work.

7. Four-H develops leadership and abilities but values, morals, etc., are not discussed at meetings. In 4-H, you are never asked to do anything not consistent with own values and beliefs.

8. Four-H is effective but a little too much emphasis is placed on <u>being the best rather than doing your best</u>.

9. Everyone sets their own values and 4-H supports you by saying, "Yes, you can do it!"

10. I think very often a member's own value system is seriously depleted by callous and careless judge's comments and a dependency upon ribbon placings to feel worthy. Telling them placings aren't really what 4-H is all about just doesn't cut it with 4-H members.

11. If member's values coincide with group's values, the group will support the individual. In 4-H the group's values are usually

exemplary.

12. Another way to look at the term values is to ask, "How do you feel about yourself?" People usually feel best about themselves when they are not under pressure.

QUESTION H: HOW EFFECTIVE IS 4-H IN GIVING OPPORTUNITIES FOR MEMBERS TO DEAL WITH PROBLEMS IN A POSITIVE WAY?

1. Members learn to give and take, win or lose, which everyone does all through life. The club can help the member to react positively even when things are not going well. Four-H leaders can help best by being good listeners.

2. At our home, "Can't died a long time ago." Our 4-H are always positive.

3. Four-H provides an excellent opportunity to learn to solve problems. Parents tend to remove the problems for the child rather than letting the child take the responsibility.

4. Members know that problems can be solved with hard work and constructive criticism. Fortunately, parents, leaders, county agents, and others can help.

5. Going to Leadership and Environment Camp helped our children. Discussions on values there were meaningful to them.

6. I have watched children through the years grow through 4-H. It is a great learning experience in learning to work through tasks. As they become deeply involved in a project and as problems arise, they learn to adjust. A child will discuss problems with a small peer group when he will not feel he can express himself at home.

QUESTION I: INDICATE THE DEGREE TO WHICH YOU FELT 4-H HAS AN INFLUENCE IN STRENGTHENING FAMILY RELATIONSHIPS.

1. I'm sure our family is closer because of our 4-H experience.

2. As a classroom teacher, I have observed that students coming from an active 4-H family are more willing to work toward high achievements in school subjects. They also have developed skills in speaking.

3. Parents learn, too. It brings children and parents closer.

4. The hurry and fuss may cause for impatience of individuals to show.

This may cause family tensions. But, sooner or later these kinds of experiences bring a family closer together.

5. Four-H is really a family organization. Four-H'ers learn to take family responsibility by sharing food, clothing, home living or livestock projects.

6. Our child really enjoys a chance to work on his 4-H projects. He is more content. Possibly it's because he chose the project after looking over the choices.

7. Four-H is a family affair. There's a job for everyone.

8. It takes the whole family to make it through 4-H. In our home, 4-H is a way of life.

9. I have been a 4-H leader for several years. Some of our 4-H member's parents feel that 4-H is an inconvenience to them. Here are three examples:

   I don't care what 4-H projects they take, just so long as it is not cooking. . . I don't want them messing up my kitchen.
   I expect my child to do all the work at 4-H meetings.
   My mom did the sleeves on my dress because she didn't think that I could do them well enough. . . I did get a purple ribbon.

10. In many cases, the 4-H members still do not get the support they need at home because of broken homes or both parents working.

11. We would like to see more family oriented programs and projects.

12. It is possible that our total family would spend more time together if there were not the constant pressure of 4-H work, planning meetings, and attending various activities. However, we feel 4-H is a most important activity. Our children are associating with a bunch of wholesome kids with high ideals. Parents taking and interest in project work certainly strengthens family relations.

13. I don't know if 4-H builds family strengths, but family involvement really builds a good 4-H Club.

14. Parents do not need 4-H to build family strengths. I feel if I truly want to be a good parent then I make the effort on my own to spend time with my children.

15. Some families never attend our 4H Club as the club is in town. We could use some ideas to increase parent participation.

16. I thought 4-H was important. My kids didn't care at all.

17. Here are two reasons why 4-H may not involve the whole family. Parents do not attend 4-H meetings and parents do not understand the goals of 4-H.

QUESTION J: HOW DO YOU RATE YOUR OWN FAMILY IN TERMS OF EXPRESSING APPRECIATION, SPENDING TIME TOGETHER, COMMUNICATION, MAINTAIN A VALUE SYSTEM, PLANNING, AND CARRYING OUT GOALS, AND DEALING WITH PROBLEMS?

1. I would like to be able to say, "above average" but three children and two parents going five different directions with many unrelated activities doesn't quite qualify us as a family that spends a lot of time together.

2. We never have enough time. To make an adequate living, we had to expand our farming unit. We work from 5:30 a.m. to 10:00 p.m. from May thru July. It's always rush-rush. I know it's not just our family, it's almost every family in our community.

3. There are eight people in our family. I feel -- deep down --that our family is above average but I'd never express it vocally. We sincerely appreciate each other. We enjoy time together, whether we are enjoying a game or quiet time. A value system is necessary in any family. We consider moral values more important than social values. We write down goals. We discuss the goals as well as problems.

4. I discussed the question with my husband. We are blessed with four daughters with whom we have had really close communication. I feel if we can learn to listen to our children, first and foremost, then we will do this with others and hope to relate understanding and discussion with members.

5. Our family is a closely knit unit. We know how important the "family is"! There are four in our family. Both parents work. Four-H is wholesome and many other things aren't, and it's been fun. Along with the work, planning, and dreams there are rewards.

6. We are a close sharing family. We are all involved in church and school. I have not felt 4-H was a benefit to our family because of some bad experiences. Our oldest daughter asked to join a club but

was told it was full. Our other children had poor leaders. Sometimes people think that because I don't have a job -- I'm unemployed. I do not have a lot of spare time. My hours have been full being a full-time wife and mother. Sorry, but I'm soured on 4-H.

7. We, as parents, are not involved in a great deal of activities, outside of our home. Our family, therefore, has time to eat together and time to talk. There will still be time to join organizations when our children are grown.

8. My children now have their own families and continue the 4-H pattern learned in their youth. Now, the grandchildren have a special interest in 4-H. It is good to have fine 4-H leaders sharing with young people, it enriches the lives of all.

9. Our family worked together through 4-H. Our children learned the value of money along with the importance of completing their goals.

10. We do our best to keep improving the quality of family life. Kids appreciate any time we can share since there seems to be less of it all the time. I give my kids as much responsibility as I think they can handle and it's working.

11. As a leader, I'm concerned with livestock projects. The livestock projects interfere with family life. Poorer families don't have a chance. Richer families put more money into purchases.

12. Four-H is a beautiful experience for youth. I am bothered by many cattlemen, horsemen, etc., that use 4-H to make money.

CHAPTER V

NULL HYPOTHESIS

COMPARISON RESULTS

The following summary involves each of the six major areas identified in Stinnetts Family Strengths research project (1976) and reviews the results of the Null Hypothesis comparisons.

APPRECIATION:

Can the 4-H program offer experiences to 4-H members that will reinforce their desire to express appreciation?

The more years of experience a 4-H Leader had as a 4-H Leader, the more effective they felt 4-H was in offering opportunities for members to express appreciation. All but five of the leaders surveyed agreed that 4-H was effective in helping 4-H members to express appreication.

The leadership that the leader in a club had little effect on the opinions regarding appreciation.

The more faith that leaders had in 4-H as a program to strengthen family relationships, the higher was their evaluation of 4-H as a program to assist 4-H members to express appreciation.

Four-H Leaders do credit 4-H as a program that encourages members to express appreciation.

TABLE 13

Demographic Variables Compared with the 4-H Leader's Perception of the Degree that 4-H Contributes to a Member's Ability to Express Appreciation.

NULL HYPOTHESIS	COMPARISON	CHI SQUARE	DEGREE FREEDOM	PROBABILITY	SIGNIFICANCE
1	Appreciation Vs. number of years as 4-H Leader has been a volunteer leader	7.621	4	0.1065	Not Significant
2	Appreciation Vs. the role of volunteers in the 4-H Organization	9.412	4	0.0516	Significant
3	Appreciation Vs. leader's perception of 4-H in strengthening family relationships	15.299	4	0.0041	Significant
4	Appreciation Vs. 4-H Leader's perception of his own family strengths	40.377	4	0.0001	Significant

SPENDING POSITIVE TIME TOGETHER:

Does 4-H increase the amount of time a family spends together?

Four-H leaders responding to the survey felt that 4-H is effective in encouraging families to spend time together. The longer a person served as the 4-H leader, the more effective they felt 4-H was in families spending time together.

Only nine persons surveyed felt that 4-H was not effective in providing opportunities for families to spend positive time together.

Hypothesis six was found to be not significant.

COMMUNICATION:

Four-H has provided many opportunities for members to practice commnication skills. The demonstration, judging, timely topic speaking contest, officer experiences, and informal activities are often credited with increasing communication skills. Do those opportunities also increase the opportunities for communication within the family?

The statistical comparisons between each of the variables for hypothesis 9, 10, 11, and 12 were all found to be significant at the .05 level. Therefore, they are not independent of each other.

NULL HYPOTHESIS 9:

Only one leader of those surveyed felt that 4-H was not effective in contributing to a 4-H member's ability to communicate

within the family. It appears that the longer a leader has been a volunteer 4-H leader the higher was their perception of 4-H contribution to the member's ability to communicate within the family. The following is a comparison within the category of those who indicated effective and very effective by years of leadership: 1-4 years -- 38.66; 5-9 years -- 49.48%; 10 years and more 62.30%.

NULL HYPOTHESIS 10:

The role a leader assumed in a club appeared to have an influence on the 4-H Leader's perception of the degree that 4-H contributes to a 4-H member's ability to communicate within his family. The following is a comparison of those who indicated extremely effective or very effective: 4-H Leader -- 56.00%; Assistant Leader -- 38.46%; and not a Leader -- 25.93%.

NULL HYPOTHESIS 11:

Those who felt that 4-H was more effective in strengthening family relations also were more apt to indicate that 4-H strengthens family communications. The following comparison relates those who checked the columns extremely effective and very effective in terms of communication with: above average in leader's perception of 4-H in strengthening family relations: Four-H families who felt their family were above average in family relations -- 50.93%; average -- 41.46%, below average -- 11.11%.

TABLE 14

Demographic Variable Compared with the 4-H Leader's Perception of the Degree That 4-H Contributes to 4-H Families Spending Time Together

NULL HYPOTHESIS	COMPARISON	CHI SQUARE	DEGREE FREEDOM	PROBABILITY	SIGNIFICANCE
5	Number of years a 4-H leader has been a volunteer leader	16.638	4	0.0023	Significant
6	Role of the volunteer leader in the 4-H Organization	6.145	4	0.1886	Not Significant
7	Leader's perception of 4-H in strengthening family relationships	26.654	4	0.0001	Significant
8	Four-H leaders perception of his own family strength	69.184	4	0.0001	Significant

NULL HYPOTHESIS 12:

When 4-H leaders felt more positively about their own family relationships, they also felt that 4-H was more effective in strengthening communication within the family. The following percentages compare those who indicated that 4-H was extremely effective or very effective in contributing to communication within his family. Above average perception of family strengths -- 63.64%; average perception of family strengths -- 31.82%; below average perception of family strength -- 26.00%. COMMITMENT:

Only two persons answering the survey felt that 4-H was not effective in contributing to a person's ability to be involved in planning and setting goals.

Each of the four Null Hypothesis Comparison statisticals were found to be significant at the .05 level. Therefore, the variables are not independent of each other.

The number of years a 4-H leader had been leading a club did not appear to be an obvious influence on their perception of the degree that 4-H contributes to a person's ability to be involved in planning and setting goals and commitment to use time wisely. Leaders with five years or more experience did feel somewhat more positive.

More 4-H Leaders than Assistant Leaders or non-4-H Leaders indicated that 4-H made a greater impact in planning and in setting goals.

Likewise leaders who felt more positively that 4-H strengthened family relationships also indicated that 4-H made a more significant impact in planning and in setting goals.

TABLE 15

Demographic Variable Compared With the 4-H Leader's Perception of the Degree that 4-H Contributes to a 4-H Member's Ability to Communicate Within His Family

NULL HYPOTHESIS	COMPARISON	CHI SQUARE	DEGREE FREEDOM	PROBABILITY	SIGNIFICANCE
9	The number of years a 4-H leader has been a volunteer leader	10.256	4	0.0363	Significant
10	The role of the volunteer leader in the 4-H Organization	23.951	4	0.0001	Significant
11	The leader's perception of 4-H in strengthening family relationships	15.230	4	0.0042	Significant
12	The 4-H Leader's perception of his own family strengths	39.259	4	0.0001	Significant

COMMITMENT:

The 4-H leaders who perceived that their own families had above average strength rated 4-H significantly higher as contributing to a persons ability to plan and set goals and have a commitment to use time wisely in carrying out those goals than did 4-H leaders who rated their family strengths at a lower level.

TABLE 16

Demographic Variables Compared with the 4-H Leaders Perception of the Degree that 4-H Contributes to a Person's Ability to be Involved in Planning and Setting Goals and Commitments to Use Time Wisely in Carrying Out Those Goals

NULL HYPOTHESIS	COMPARISON	CHI SQUARE	DEGREE FREEDOM	PROBABILITY	SIGNIFICANCE
13	Number of years as a 4-H leader has been a volunteer leader	14.415	4	0.0061	Significant
14	The role of the volunteer leader in the 4-H organization	9.109	4	0.0584	Significant
15	The leader's perception of 4-H in strengthening family relationships	12.961	4	0.0115	Significant
16	The 4-H Leaders perception of his own family strength	32.124	4	0.0001	Significant

SHARING VALUES:

The higher the 4-H leaders perception of his own family strength, the higher were their ratings of 4-H as a contributor to the member's value system. Fifty percent of those who had a high perception of their own family strength also felt that 4-H was more effective in strengthening family relationships. Twenty-five percent of those with medium perception of own family strength indicated more effective; and nine percent of those with a low perception of their own family strength indicated that 4-H was highly effective in strengthening family relationships.

The statistical comparison for Null Hypothesis 20 was found significant at the .05 level. Therefore, the variables are not independent of each other.

The statistical comparison for Null Hypothesis 17, 18, and 19 were found to be not significant at the .05 level. Therefore, those variables are not independent of each other.

In examination of the frequency and distributation date, it was found that only ten persons completing the survey indicated that 4-H was not effective in contributing to the value system that gives the 4-H member a sense of purpose.

DEALING WITH PROBLEMS IN A POSITIVE WAY:

Only five persons surveyed felt that 4-H was not effective in assisting members to learn to deal with problems in a positive way.

TABLE 17

Demographic Variables Compared with the 4-H Leader's Perception of the Degree that 4-H Contributes to the 4-H Member's "Value System" that Gives the 4-H Member a Sense of Purpose

NULL HYPOTHESIS	COMPARISON	CHI SQUARE	DEGREE FREEDOM	PROBABILITY	SIGNIFICANCE
17	The number of years a 4-H leader has been a volunteer leader	2.509	4	0.6431	Not Significant
18	The role of the volunteer leader in the 4-H Organization	3.950	4	0.4129	Not Significant
19	The 4-H Leader's perception of 4-H in strengthening family relationships	7.999	4	0.0916	Not Significant
20	The 4-H Leader's perception of his own family strength	35.719	4	0.0001	Not Significant

Three Null Hypothesis statements, number 21, 23, and 24, were found to be significant at the .05 level. Therefore, the variables are not independent of each other.

Null Hypothesis Statement Number 22 was not found to be significant at the .05 level. Therefore, those variables are independent of each other.

The longer leaders have been in 4-H Leadership positions, the stronger is their perception of the degree that 4-H contributes to a member's ability to deal with problems in a positive way. The following is a review of the comparison of those leaders who indicated extremely or very effective: 14 years -- 26.09%; 59 years --35.05%; and the leaders who had led 10 years or more marked those columns -- 46.95%.

Those leaders who indicated that 4-H was above average in playing a role in strengthening family relationships also perceived 4-H to be more effective in helping members deal with problems. The following is a comparison in percentages of those who felt 4-H to be more effective in contributing to a member's ability to deal with problems in a positive way. Above average -- 40.76%; average -- 26.23%; below average perception of 4-H in strengthening family relations -- 11.11%.

Those 4-H Leaders whose perception of their own family strength was above average also perceived 4-H as being more effective. The following is a comparison. Those who felt that 4-H was more important as an influence in strengthening family relationships -- 52.14%; important -- 14.15%; not important -- 18.00%.

TABLE 18

Demographic Variables Compared with the 4-H Leader's Perception of the Degree that 4-H Contributes to a Member's Ability to Deal with Problems in a Positive Way

NULL HYPOTHESIS	COMPARISON	CHI SQUARE	DEGREE FREEDOM	PROBABILITY	SIGNIFICANCE
21	The number of years a 4-H Leader has been a volunteer leader	9.527	4	0.0492	Significant
22	The role of the volunteer leader in the 4-H Organization	7.43	4	0.1147	Not Significant
23	The leader's perception of 4-H in strengthening family relationships	10.986	4	0.0267	Significant
24	The 4-H leader's perception of own family strength	45.975	4	0.0001	Significant

CHAPTER VI

SUMMARY AND DISCUSSION

There were 7,996 4-H Leaders in Nebraska in 1979. A study was conducted using a random sample (500) of those leaders.

Three hundred and thirty-four (67%) Nebraska 4-H Leaders returned the survey. The following table is a description of those returning the questionnaire by years of leadership:

TABLE 19

YEARS OF LEADERSHIP

	N	%
1 year	23	7.3
2-4 years	97	30.8
5-9 years	97	30.8
10-19 years	50	15.9
20-29 years	8	2.5
30 years or over	3	1.0
Have not been a 4-H leader	37	11.7
	315	100.0%

RATIONAL FOR STUDY

The majority of people in the United States consider a strong, satisfying family as one of our most important societal goals. But, what is the impact of our societal functioning groups upon the family.

Do 4-H leaders perceive that 4-H has any influence on family relationships? How do 4-H leaders rate their own families in terms of indicators of family strengths?

DEFINITION OF FAMILY STRENGTH:

Dr. Nick Stinnett, Chairman of the Department of Human Development and the family, University of Nebraska, studied 99 strong families throughout Oklahoma in the Family Strengths Research Project (1976). Strong families enjoy marital satisfaction; a high degree of happiness in the parent-child relationship; and were seen as effective in meeting each other's emotional needs.

Stinnett's Family Strengths research project identified these indicators of family strength that strong families shared:

1. Appreciation -- Strong families do more than have feelings of appreciation. They express those feelings in words and action. They let each other know they are special.

2. Sharing -- Strong families spend a great amount of time together in work and play. They enjoy being together.

3. Good Communication -- Strong families have developed the ability to look beyond each others faults and see their needs. Strong families share concerns. They communicate openly.

4. Commitment -- Strong families are committed to helping and promoting each others happiness. They are actively involved in setting family goals.

5. Sharing Values -- The families in Dr. Stinnett's study shared a high degree of religious orientation. They shared a set of common values.

6. Dealing with problems is a positive way -- strong families learn to deal with problems and stree in a positive way.

THE STUDY:

The general purpose of this study was to examine the perception of 4-H Leaders concerning the 4-H contribution to family strengths especially those traits that Stinnett (Stinnett, 1976) felt all strong families shared:

1. The degree that 4-H contributes to a member's ability to express appreciation.
2. The degree that 4-H contributes to 4-H family members spending time together.
3. The degree that 4-H contributes to a 4-H member's ability to communicate with his family.
4. The degree that 4-H contributes to a person's ability to be involved in planning, setting goals, and commitment to use time wisely in carrying out those goals.
5. Indicate the degree that 4-H contributes to the awareness of a Higher Power that gives the 4-H member a sense of purpose.
6. The degree that 4-H contributes to a member's ability to deal with problems in a positive way.

In addition, the study investigated:

1. The degree that 4-H involves the family.
2. The degree that 4-H has an influence in strengthening family relationships.

REVIEW OF LITERATURE:

There is a large quantity of literature devoted to family life. The computer literature search facilities of the University

of Nebraska's C. Y. Thompson Library was used for the review of literature. Dr. Nick Stinnett's research bibliography was reviewed and utilized extensively.

THE SURVEY INSTRUMENT

A survey instrument was developed and tested. The mailing list of 7,996 Nebraska 4-H Leaders was obtained from the National 4-H News. (Each Nebraska 4-H Leader is provided a subscription to the National 4-H News). A SAS Computer printout of 500 numbers considered to be a random sample of 7,996 numbers from 0 to 7,996 were obtained from the UNL Biometrics Information System and matched with the leaders list.

The survey instrument was mailed to the 500 names selected by the random sample method. A copy of Home Economics Neb Guide HEG 7897 Building Family Strengths, was included for the 4H Leader to read for background information. Those leaders that did not respond to the initial questionnaire were sent two followup questionnaires. A total of 315 questionnaires were found to be usable for the 334 questionnaires returned.

STATISTICAL ANALYSIS:

The statistical analysis used was the chi-square technique.

NULL HYPOTHESIS STATEMENTS:

There were twenty-four nullhypothesis statements. Six were found to be significant at the .0001 level, four at the .01 level, five at the .05 level, and five were found not be significant.

SUMMARY NULL HYPOTHESIS COMPARISONS:

In general, the following statements can be extrapolated from comparisons of the null-hypothesis statements:

1. The longer a person had been a 4-H leader, the more confidence they had in the 4-H program as an influence in building family strengths.

2. The more confidence leaders had in 4-H as a way to build family strength, the more credit they gave 4-H as an avenue to motivate youth to express appreciation, spend additional time with parents, communication, carrying out of goals, and maintaining their value system.

3. The higher the 4-H Leader's esteem for their own family as a strong family, the more trust they had in 4-H as a builder of family strength.
4. The leadership role that a 4-H leader assumed in a club influenced their perception of 4-H as an influence in building family strength.

DISCUSSION:

The Cooperative Extension Service is justified in promoting the concept of 4-H as contributing to the family strength of participants.

Nebraska 4-H Leaders indicated that 4-H is effective in building family strengths. Fewer than ten persons indicated that 4-H was not effective in the areas indicated.

The study would appear to support the "Four-H in Century III" report previously cited:

> "Four-H helps youth improve their family and home life by encouraging family-oriented learning experiences which lead to closer parent-child relationships. Since parents are a most important influence in youth development, parent cooperation and participation in the 4-H program is given high priority." (p. 4.)

Four-H leaders rated their own families as above average in terms of expressing appreciation, spending time together, communications, maintaining a value system, planning and carrying out goals, and dealing with problems. Only nine persons felt their families were below average.

Because 4-H leaders feel they are a part of a strong family, they are in an excellent position to model those traits shared by strong families.

In the review of literature, (page 10) it was related that strong families contribute to the health of individuals: stress, emotional, juvenile delinquency, drugs, crisis, values, motivation to achieve, child's self-concept, and adjustment.

In our society then there appears to be a cul-de-sac phenomenon. Strong families contribute to the well-being of there own family members and in turn contribute to the well-being of society. Society in turn through 4-H can contribute to family strength by attention to:

1. Teaching youth to express appreciation to others.

2. Increasing the quantity and quality of family time spent together.
3. Teaching toward youth ability to learn to share feelings and attitudes.
4. Assist youth to plan, set, and carry out goals.
5. Support youth in there quest to establish a positive personal value system.
6. Assist youth to deal with problems in a positive way.

COMMITMENT:

Those surveyed felt that 4-H was effective in planning and carrying out goals. The following are selected comments by 4-H leaders:

"In our club, each member is encouraged to make their individual plans and goals and encouraged to carry them out."

"Our teen club is especially successful because they are given opportunities to plan and then carry out their plans. We call that involvement."

"Members who do a good job of learning to plan and carry out goals stay in 4-H."

" I am looking back over 30 years of working with kids. planning is very important to any success story."

Several leaders commented that planning and carrying out goals is difficult. This leaders comment is typical:

"It is difficult when leaders have to reeducate members and parents to understand that goals first need to be set. Our group isn't too receptive."

Four-H leaders will appreciate goal setting suggestions in 4-H project materials as well as the separate planning guides.

SPENDING POSITIVE TIME TOGETHER:

Strong families enjoy spending a great amount of time

together. Eighty-one percent of the 4-H leaders sampled felt that the 4-H program is effective in giving parents and members of their family opportunities to spend additional time together.

Leaders comments included the following statements:

"One parent made this remark to me just lately, 'My daughter and I have grown closer since we've been in 4-H.'"

"Many families have both parents working outside the home. Four-H may be the best way for working parents to share time with their families."

"Our county fair is a family affair. It creates a reason, plan and priority for families to be together."

"We choose 4-H because our whole family should be in it -- even our small child can go and enjoy it. We don't have to leave our small child home with a sitter. She's always welcome at meetings and events. This has been a real plus."

"Our 4-H meetings are attended by the whole family. This is a great opportunity to spend time together."

But, several leaders felt this way:

"Our parents in our club leave the work up to the leaders."

Leaders and the public see the County Fair as being a family affair. News releases include parents and child's names whenever possible. The theme for State Fair has included 4-H as a family affair. The welcome on page one of the 1981 Nebraska State Fair Premium List includes: "Welcome 4-H'ers, parents, 4-H Leaders, and friends." (Page 1, Nebraska State Fair Premium List, 1981).

The 4-H curriculum committee may direct a portion of their attention to planning special family oriented projects or activities.

Leader training materials should continue to devote space to support the values of the 4-H program in building family strengths.

APPRECIATION:

The 4-H Leaders sampled felt that the 4-H program was effective in giving members opportunities to express appreciation to others. Only five persons sampled were of the opinions that 4-H is not effective in helping youth to learn to express appreciation.

The following are selected comments from 4-H Leaders:

> "There is no age barrier in 4-H. Each year, we plan something for Nursing Homes and shut-ins. The older folks express appreciation in so many ways."
>
> "In our 4-H club, I hear 4-H members say thank you a lot."
>
> "When a child is taking a project, he is bound to ask questions and ask for help. This is when they appreciate the talents of others the most."
>
> "Many of the members I've worked with over the years come back and express appreciation."

But, some leaders feel that 4-H may be lacking in this area. The following comments:

> "Sometimes our eagerness to compete gets in the way when trying to appreciate the success of others."
>
> "This area may need improving. It seems to be up to the parents to express appreciation to leaders or see that their members do."

"Younger members are more receptive to projects and activities involving "service" and "appreciation" and have the least opportunity to do so."

There are many recognition strategies built into the 4-H program. Leader's banquets, thank you note cards, project awards, and newspaper articles.

Service projects are seen by some leaders as a form or recognition to others and members receive attention in return.

Members are given many opportunities for recognition: they give demonstrations, sing, speak, or be a host or hostess. A good performance draws recognition. Members, parents and leaders often perceive this recognition as appreciation for a job well done.

In the review of literature several citations by researchers indicated that recognition and appreciation were central to family strengths.

Saying, thank you, when expected may not be internalized by the sender or receiver. Certainly, 4-H has built into the historical traditions many opportunities for expressions of appreciation that are spontaneous.

COMMUNICATION:

The 4-H leaders sampled felt that 4-H was effective in giving opportunities for members to learn to listen, discuss, and share feelings and opinions.

Only three persons felt that 4-H was not effective. More than forty-five percent (144) felt that 4-H was very or extremely effective.

Communication is central to the other factors contributing to family strength examined. Without communication, it would be difficult to express appreciation, share family time together, set family goals, or share values.

Communication is also central to the 4-H program. Demonstrations, judging, public speaking, officer experiences, and experience at camp, conferences, fairs, or shows allows members to communicate.

The 4-H Leader's comments were positive about 4-H's contribution to communication in building family strengths:

> "If clubs elect officers and really give their members the chance to say what they think about what the club does as a whole, I think the results can be very effective."
>
> "Our club enjoys the judging and fair projects. They like competition.
> The discussion, feelings, and opinions flow easily."
>
> "A child will often open up and share with his own peers before
> he will discuss it with anyone else."

The planners for camps and conferences should include in their evaluation of those events an opportunity for youth to express an opinion relative to the amount of time spend in discussion. Planners should also be concerned with sufficient time for

communication relative to timely issues relating to the events objectives.

Altman (1975, previously cited on page 17, review of literature) indicated that parents tend to view the resident camp experience as one which can play an important role in personal and social development of their children.

Four-H Leaders and Cooperative Extension Service Staff should continue to offer an opportunity for participants to improve their oral communication skills.

Four-H members should also continue to have the opportunity to improve communication skills through county training meetings.

VALUE SYSTEM:

Four-H Leaders feel that 4-H is effective in supporting a member's own value system. However, nearly 43 of those sampled marked the not effective, no opinion, or doesn't apply category.

The questionnaire was pre-tested with twenty 4-H leaders. This question was originally stated. "How effective is 4-H in supporting a member's own value system including religious orientation?" The options for answers did not include the "doesn't apply" possibility. However, seven of the twenty leaders questioned why religious orientation was included. The issue of church and State was also raised. The "religious orientation" words were omitted from the revised questionnaire and "Doesn't

apply" added. Each 4-H Leader sampled received the Home Economic's Neb Guide HEG 78-97 Building Family Strengths. The Neb Guide detailed Stinnetts definition of family strengths and allowed for the leaders own interpretation. No comments relative to religious orientation were written by those sampled with the revised questionnaire.

Perhaps this section drew some of the more frank reactions from leaders:

> "I believe a good 4-H member sets his goals higher than the others of their age and maintains a higher value system."
>
> "Judges who are not families with items to be judged sometimes make mistakes in judging. These experience test the child's sense of value."
>
> "In 4-H, you are never asked to do anything not consistent with own values and beliefs."
>
> "Four-H is effective but a little too much emphasis is placed on being the best rather than doing your best."
>
> "I think very often a member's own value system is seriously depleted by callous and careless judge's comments and a dependency upon ribbon placings to feel worthy."

Citizenship has traditionally been a part of 4-H. The Citizenship Short Course, group discussion at camps or conferences, and Citizenship discussion at District teen retreats have all been

appreciated by the 4-H clientele. The new Nebraska Camps and Centers should provide opportunities for expansion of Citizenship training.

The new Community Development projects will broaden opportunities for values clarification.

DEAL WITH PROBLEMS IN A POSITIVE WAY:

This area was included in Dr. Stinnett's research under the title -- The Ability to Cope with Crisis. The item was not discussed in the Home Economics Neb Guide HEG 78-97 Building Family Strengths that accompanied the questionnaire to Nebraska 4-H Leaders.

Otto (1976) as included in the review of literature on page 14 of this paper, included "the ability to use a crisis or a seemingly injurious experience as a means of growth." As the basis for a framework of 12 components of family strength. Tracy (1971) (see page 10--review of literature) referred to this area as stress and crisis.

Four-H leaders commented:

> "Members learn to give and take, win or lose, which everyone does all through life. The club can help the member to react positively even when things are not going well. Four-H leaders can help best by being good listeners."

Four-H provides an excellent opportunity to learn to solve problems. Parents tend to remove the problems for the child rather than letting the child take the responsibility.

"Going to Leadership and Environment Camp was helpful to our children. Discussion of values there was meaningful to them."

To an eleven year old, giving a speech may be a very stressful situation. How do the family members react? How does the judge evaluate? How do his friends see the temporary crisis? Four-H offers prizes, ribbons, and other incentives to attract the participant. From leader's comments, it would appear that additional study can be made as to the member's perception of the stress involved with competition as well as the parents or leader's perception of how well the problem is handles.

Camp Counselors are given four hours of instruction at the Statewide Camp Counselor Training meeting relative to dealing with problems in a positive way at camps. The results of this survey would indicate that this is time well spent.

The interpersonal relation workshop was evaluated highly at the 1981 Nebraska State 4-H Conference. Consideration should be given to dealing with stress as a possible topic.

Consideration should be considered for the continuation of the discussion on "teen concerns" at the Leadership and Environment Camps.

Four-H Leader Training should perhaps be expanded for 4-H training dealing with family strengths. Topics might include: value clarification, dealing with stress, listening skills, role of

the leader in consultation with 4-H members, and building family strengths.

OWN FAMILY STRENGTH:

More than fifty percent (51.75) of the 4-H Leaders surveyed rated their own families as above average in expressing appreciation, spending time together, communication, maintaining a value system, planning and carrying out goals, and dealing with problems in a positive way. Only nine persons felt that they had a below average or poor family rating.

The following are 4-H Leader's comments relative to their own family strengths:

> "I would like to be able to say, 'above average' but Three children and two parents going five different directions with many unrelated activities doesn't quite qualify us as a family that spends a lot of time together".
>
> "I discussed this with my husband. We are blessed with four daughters with whom we have had a really close communication. I feel if we can learn to listen to our children, first and foremost, then we will do this with others and hope to relate understanding and discussion with members".
>
> "Our family worked together through 4-H. Our children learned the value of money along with the importance of completing their goals".

Dr. Ronald Daly, in writing the 1978 4-H Family Project, EC 23-20-78, Building Family Strengths, wrote:

> This project is designed to provide an opportunity for 4-h members and their families to develop a greater appreciation
> of: (1) their heritage, (2) the uniqueness of each family

member, (3) ways they can build on their family strengths and (4) sharing some memorable times together.

There were thirty-six counties that had enrollment in the Building Family Strengths project in 1980. There were 319 boys and 457 girls enrolled. The largest enrollment was in Dawson County with 554 persons enrolled.

The project does offer an opportunity for family involvement in building family strengths.

STRENGTHEN FAMILY RELATIONS:

Nebraska 4-H Leaders sampled felt that 4-H is effective in giving opportunities for members to deal with problems in a positive way. Only five persons felt that 4-H was not effective.

The following are selected comments from 4-H Leaders:

"I'm sure our family is closer because of our 4-H experience."

"Parents learn, too. It brings children and parents closer together."

"Four-H is a family affair. There's a job for everyone."

"We would like to see more family oriented programs and projects."

"I thought 4-H was important. My kids didn't care for it at all."

"Here are two reasons why 4-H may not involve the whole family. Parents do not attend 4-H meetings and parents do not understand the goals of 4-H."

This concept is perhaps basic to the study. Do 4-H Leaders really feel that 4-H is important to building family strengths?

This study would indicate that Nebraska 4-H Leaders feel that 4-H can contribute to family strengths development.

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APPENDIX I

QUESTIONNAIRE & LETTERS

APPENDIX I

A Cover letter to those who pre-tested the instrument.

AA Questionnaire sent to those who pre-tested the instrument.

B Cover letter to the 500 Nebraska 4-H Leaders included in the random sample.

BB Questionnaires sent to the 500 Nebraska 4-H Leaders considered to be a representative sample.

C Nebraska Home Economics Neb Guide HEG 78-97 Building Family Strengths was sent to those Nebraska 4-H Leaders involved in the pre-test and those represented in the sample.

TEACHING RESEARCH EXTENSION

Institute of Agriculture and Natural Resources

COOPERATIVE EXTENSION SERVICE

UNIVERSITY OF NEBRASKA–LINCOLN LINCOLN, NE 68583

Reply to:
4-H – YOUTH DEVELOPMENT
114 Ag. Hall, East Campus

April 29, 1981

Dear 4-H Leader:

The Nebraska State 4-H and Youth Development Department will soon be conducting a survey of 4-H leaders throughout the state to determine the influence of 4-H in family life. We are asking a small number of 4-H leaders in Nebraska, selected at random from a 4-H leader's list, to complete the enclosed survey form and advise us if it is understandable and easy to complete. As a 4-H leader, please complete the survey. Write any comments you might have on the survey and return to the address below:

Extension Studies and Training
109 Ag. Hall - UNL
Lincoln, NE 68583

We are interested in knowing if there are questions that are hard to understand, do not provide space for your answer, do not seem to be relevant or are ambiguous. Please indicate any of these difficulties on the survey form.

Thank you for your time and assistance in completing and evaluating this survey.

Sincerely,

John D. Orr
Extension Specialist
4-H and Youth Development

Robert J. Florell
State Leader
Extension Studies and Training

EXTENSION WORK IN "AGRICULTURE, HOME ECONOMICS AND SUBJECTS RELATING THERETO."
THE COOPERATIVE EXTENSION SERVICE, INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES,
UNIVERSITY OF NEBRASKA LINCOLN, COOPERATING WITH THE COUNTIES AND THE U.S. DEPARTMENT OF AGRICULTURE

The University of Nebraska-Lincoln The University of Nebraska Medical Center The University of Nebraska at Omaha

BEST COPY AVAILABLE

FAMILY INVOLVEMENT QUESTIONNAIRE

Please check with an "X" the appropriate answer to each question. Comment on questions you feel need your further explanation.

1. How many years have you been a 4-H Leader?

_____ a. 30 or more years
_____ b. 20 or more years
_____ c. 10 or more years
_____ d. 5 or more years
_____ e. 2 or more years
_____ f. 1 or more years
_____ g. Have not been a 4-H Leader

2. Which of the following statements most closely fits your leadership role in the club.

_____ a. The only adult 4-H Leader in the club

_____ b. The organizational 4-H Leader with one or more other adult leaders to help

_____ c. Helped the main 4-H Leader with various projects or activities

_____ d. Was not a 4-H Leader, but was an interested parent.

_____ e. Neither a 4-H Leader nor interested parent in the 4-H Program

Comment:

3. Indicate the degree that you feel 4-H contributes to a member's ability to express appreciation to others.

_____ a. Effective in giving opportunities for members to learn to express appreciation.

_____ b. Occasional opportunities for members to learn to express appreciation.

_____ c. Never observed opportunities for members to learn to express appreciation.

Comment:

4. Indicate the degree that you feel 4-H contributes to parents and members of their family spending additional time together.

_____ a. Effective in giving opportunities for members to spend time with one or both parents.

_____ b. Occasional opportunities for members to spend time with one or both parents.

_____ c. Have not observed any indication where any member and one or both parents spent additional time together.

Comment:

5. Indicate the degree that 4-H contributes to a member's ability to listen, discuss, and share feelings and opinions.

_____ a. Effective in giving opportunities for members to learn to communicate through 4-H activities.

_____ b. Occasional opportunities for members to learn to communicate through 4-H activities.

_____ c. Never have observed any indication where members learn to communicate through 4-H activities.

Comment:

6. Indicate the degree that 4-H contributes to the commitment of members to be involved in planning and setting goals and commitment to use their time wisely in carrying out those goals.

_____ a. Effective in giving opportunities for members to learn to set goals and carry out those goals.

_____ b. Occasional opportunities to learn to set goals and to carry out those goals.

_____ c. Members are never given an opportunity to set goals or to carry out those goals.

Comment:

7. Indicate the degree that 4-H contributes to the awareness of a "Higher Power" that gives them a sense of purpose and gives their family support and strength.

_____ a. Effective in supporting the member in the respect and support of that member's religious orientation.

_____ b. Occasional opportunities to support the member in the respect and support of that member's religious orientation.

_____ c. Never have observed any support for the member's religious orientation.

_____ d. Four-H has a negative impact on the member's religious orientation.

Comment:

8. Indicate the degree that you feel 4-H contributes to a person's ability to deal with problems in a positive way.

_____ a. Effective in giving opportunities for members to learn to deal with problems in a positive way.

_____ b. Occasional opportunities for members to deal with problems in a positive way.

_____ c. Never have observed that there were opportunities for members to learn to deal with problems in a positive way.

Comment:

9. Indicate the degree to which you feel that 4-H has an influence in strengthening family relationships.

_____a. Extremely important
_____b. Very important
_____ d. Mildly important
_____ e. Not important
_____ f. No opinion

Comment:

10. How do you rate the total family strengths of your own family?

_____ a. Excellent
_____ b. Above Average
_____ c. Average
_____ d. Below Average
_____ e. Poor
_____ f. No Answer

Comment.

B

TEACHING RESEARCH EXTENSION

Institute of Agriculture and Natural Resources

COOPERATIVE EXTENSION SERVICE

UNIVERSITY OF NEBRASKA–LINCOLN LINCOLN, NE 68583

Reply to:
4-H – YOUTH DEVELOPMENT
114 Ag. Hall, East Campus

Dear Nebraska Family:

The Cooperative Extension Service is interested in evaluating our various educational programs. Your name has been drawn by computer from the list of Nebraska 1979 4-H Leaders as a part of a group of 500 persons whom we hope will assist us with our task.

Please help us by completing the questionnaire and returning it to us in the enclosed self-addressed, pre-paid envelope.

We are interested in learning how 4-H Leaders feel 4-H contribute to family strengths.

We are sending you a copy of a review of a study conducted by Dr. Nick Stinnett, Chairman of the Department of Human Development at the University of Nebraska-Lincoln. We are using his research as the base for our survey.

Feel free to answer as freely as possible all or parts of the questionnaire. Your answers will be considered confidential.

Your help will certainly be appreciated! Please return in the enclosed self-addressed envelope.

Sincerely,

John D. Orr
Extension Specialist
4-H Youth Development

JDO:dmg

Enclosures

LETTER SENT TO THE NEBRASKA 4-H LEADERS

EXTENSION WORK IN AGRICULTURE, HOME ECONOMICS AND SUBJECTS RELATING THERETO."
THE COOPERATIVE EXTENSION SERVICE, INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES,
UNIVERSITY OF NEBRASKA-LINCOLN, COOPERATING WITH THE COUNTIES AND THE U.S. DEPARTMENT OF AGRICULTURE

The University of Nebraska-Lincoln The University of Nebraska Medical Center The University of Nebraska at Omaha

BEST COPY AVAILABLE

FAMILY INVOLVEMENT QUESTIONNAIRE

Please check with an 'X' the appropriate answer to each question. Comment on questions you feel need your further explanation.

A. How many years have you been a 4-H Leader?

____ 1. 1 year
____ 2. 3-4 years
____ 3. 5-9 years
____ 4. 10-19 years
____ 5. 20-29 years
____ 6. 30 years or over
____ 7. Have not been a 4-H Leader

B. Which of the following statements most closely fits your leadership role in the club?

____ 1. The only adult 4-H Leader in the club
____ 2. The organizational 4-H Leader with one or more other adult leaders to help
____ 3. Help the main 4-H Leader with various projects or activities
____ 4. Am not a 4-H Leader, but am an interested parent
____ 5. Neither a 4-H Leader nor interested parent in the 4-H program
____ 6. Other _____

COMMENT: _____

_____

C. How effective do you feel 4-H is in giving opportunities to members to express appreciate to others? (Circle appropriate answer.)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not Effective	No Opinion
1	2	3	4	5	6

COMMENT: _____

_____

D. How effective is 4-H in giving opportunities to parents and members of their family to spend additional time together. (Circle appropriate answer.)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not Effective	No Opinion
1	2	3	4	5	6

COMMENT: _____

_____

_____

E. How effective is 4-H in giving opportunities for members to learn to listen, discuss, and share feelings and opinions? (Circle appropriate answer.)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not Effective	No Opinion
1	2	3	4	5	6

COMMENT: _____

F. How effective is 4-H in giving opportunities for members to plan, set, and carry out goals? (Circle appropriate answer.)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not Effective	No Opinion
1	2	3	4	5	6

COMMENT: _____

G. How effective is 4-H in giving opportunities for the awareness of a 'higher power' that gives members a sense of purpose and gives their family support and strength? (Circle appropriate answer.)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not Effective	Has a Negative Effect	No Opinion
1	2	3	4	5	6	7

COMMENT: _____

H. How effective is 4-H in giving opportunities for members to deal with problems in a positive way? (Circle appropriate answer.)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not Effective	No Opinion
1	2	3	4	5	6

COMMENT: _____

I. Indicate the degree to which you feel that 4-H has an influence in strengthening family relationships. (Circle appropriate answer.)

Extremely Important	Very Important	Important	Mildly Important	Not Important	No Opinion
1	2	3	4	5	6

COMMENT: _____

_____

_____

J. How do you rate your own family in terms of expressing appreciation, spending time together, communication, awareness of higher power, planning and carrying out goals, and dealing with problems? (Circle appropriate answer.)

Excellent	Above Average	Average	Below Average	Poor	No Answer
1	2	3	4	5	6

COMMENT: _____

_____

_____

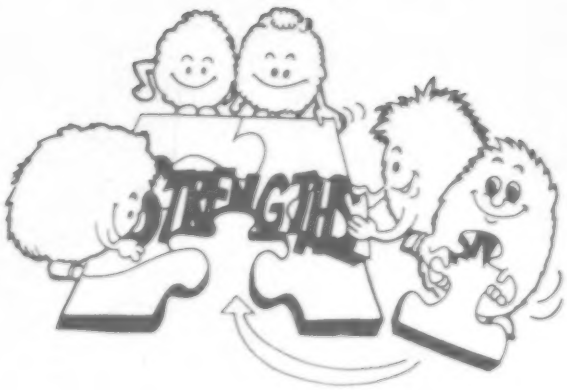
NebGuide

TEACHING RESEARCH EXTENSION

HEG 78-97

Building Family Strengths

By Ron Daly
Extension Specialist (Family Life)



The importance of strong families and the impact they have on the quality of life in our communities and the nation is becoming more of a reality every day. What happens in the home sets up a pattern that spills out into all aspects of our society.

On the other hand the influences affecting the family come from many sources—television, movies, other mass media, inflation, governmental decisions, educational institutions, increased crime—to name only a few.

We need to be concerned with what is happening to our families. And we need to be aware that there are things we can do to help strengthen our families and promote the personal growth of each family member.

Dr. Nick Stinnett, Chairman of the Department of Human Development and the Family, University of Nebraska, commenting on his research on the characteristics of strong families said:

> The challenge of strengthening family life depends upon gaining knowledge about strong, healthy families. It is to this challenge that we have addressed ourselves in the Family Strengths Research Project. In this research, we have studied 99 strong families throughout Oklahoma. (These families were identified as having a high degree of marital satisfaction; a high degree of happiness in the parent-child relationship, and were seen as effective in meeting each others' emotional needs). We wanted to find out what has made these families strong. We are beginning to get an answer as five patterns have emerged from these strong families.

The following is a discussion of the patterns identified in the Family Strengths Research and some suggestions on things you can do to strengthen your family.

Expression of Appreciation

Strong families do more than have feelings of appreciation. They express them in words and actions. They let each other know they are special.

It's so easy to take each other for granted, especially in families. In the hurry of every day responsibilities, the pressures of getting things done, we often forget the importance of letting people know how much they are appreciated.

A young teenager sharing what she liked most about her parents said, "I like it when they do something special just for me. It's not my birthday or a special occasion but a time when it's unexpected. It's really a surprise and makes me feel so special." The need to be appreciated is a basic need in each of us.

How long has it been since you have taken the time to let those you love know how much you appreciate them? It takes so little time but the rewards are great.

A special note or letter can be one approach. A date with your son, daughter, or spouse sends the message you care in a special way.

A gift selected to match the desire of a loved one is another way to say, "You're special." Remember, "It's not the biggest things with all their pomp and show, it's the little special things people do that help people grow."

The knowledge that people care about each other will go a long way to help build stronger families. The need is present in all people. Take time today and let them know you care.

Spending Positive Time Together

Strong families spend a great amount of time together in work and play. They enjoy being together.

Activity overload is the challenge of our day. There are so many things to do and so little time to do them all.

The challenge is not only choosing the good from the bad, it's trying to decide between the many very positive activities that are available in such abundance.

Dr. Stinnett says, "Our study found that strong families intentionally cut down on the number of outside activities and involvements in order to minimize fragmentation of their family life."

Special time with the family or family members doesn't come easily. You have to take the time or you can end up with only "left over time." A time when you are tired, irritable, cranky or just plain exhausted. You need to schedule time for the family when you're fresh and have something to give.

A friend who recently lost her husband very suddenly in a traffic accident taught me a great lesson as we discussed how things were working out. She said, "Things are coming along pretty good, because we didn't put things off." The night before her husband was killed, they had been out to dinner and spent a beautiful night together as husband and wife. This was the pattern of their life, *they did things together and didn't put them off.*

In the hectic pace of everyday living it's so easy to put things off and say one of these days we will do it. And it never happens.

If you want to build a stronger family you need to take some "prime time," when you have the energy, the inner peace, the patience, to give your best. You need to build in special times to share fun, special and uplifting kinds of activities.

Good Communications

"The greatest gift I can receive from anyone is to be seen by them, to be heard by them, to be understood by them, and to be touched by them." This quote by Virginia Satir expresses the keys to good communications in families.

How wonderful it is to have someone see your side of things and really understand how you feel. It's a great thing to experience. However, if we're not careful the needs and pressures of the moment often block this kind of understanding.

"He Looked Beyond My Faults and Saw My Needs," is the title of a song and contains an important key for improving communications and strengthening relationships. Families that are strong have developed that ability to look beyond each others' faults and see their needs. They don't do this every time, but they do put forth the effort to hear what the other person is saying and feeling.

Strong families have quarrels and don't always agree, but they get things out in the open and talk about them. They come up with a solution that considers each person's needs.

Providing an opportunity for all members of the family to share their concerns is important. A family council, scheduled regularly, where individual and family concerns can be shared with an open discussion of issues and possible solutions can be helpful.

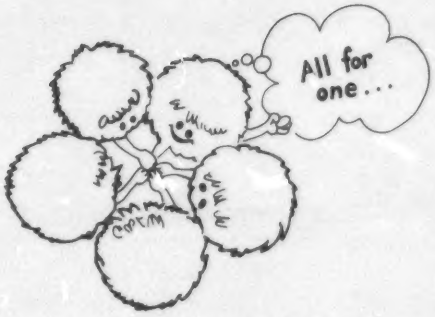
Touching with tenderness is an important aspect of communications in families. A hug or squeeze, an embrace, a touch of the hand can communicate in many ways when words seem empty.

The next time things get tense and everyone is trying to speak, pause for a moment. Try to put yourself in their place and hear what they are saying and experience what they feel. The realization that someone understands and cares eases a lot of tension, and goes a long way in building strong families.

Commitment

A quality that constantly appears in strong families is commitment. They share the kinds of experiences that make the family more attractive than other groups. They are committed to helping and promoting the happiness of each other.

This commitment also comes from an active involvement in setting family goals. Each person has a chance to share what he/she things is important. This kind of involvement brings with it a commitment to see that the goals are carried out.

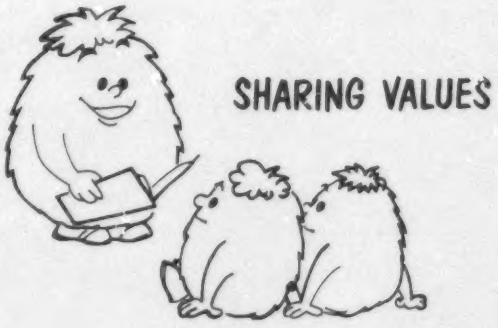


COMMITMENT

Teenagers will be much more willing to go along on a family vacation if they have some say on where and what is planned. This holds true in other areas. You need to take the time and make the effort to get input from each member of the family who will be involved.

When you do this you are saying loudly and clearly, "You are important and what you have to say counts." This process takes time and some flexibility but the benefits are worth the efforts. Commitment is a vital factor in developing a sense of unity among family members.

A High Degree of Religious Orientation



SHARING VALUES

The families in Dr. Stinnett's study shared a high degree of religious orientation. In addition to attending church as a family, they often prayed

together and read the Bible and other inspirational books. They shared a set of common values.

In their every day activities they applied the Golden Rule, "Do unto others as you would have them do unto you." They shared the feeling that there is a Supreme Being that is a guiding force in their lives.

Families that have developed these five characteristics are more able to meet the challenges of today. The common base of unity they have developed makes it possible for them to draw upon the resources of each other as they're needed. They become a strength to one another.

In the hurry scurry world we live in, it's easy to say we don't have the time. A friend of mine many years ago said, "We have a certain amount of time that will be required of each of us as parents. We can either spend it having fun with our children as they are growing, or we can spend it later worrying about where they are and what they are doing. The choice is up to us."

If you are interested in learning more about what you can do to strengthen you family, contact the County Extension Office and tell them you would like to get involved in the 4-H Family Project—Building Family Strengths.

This project will provide an opportunity for your family to join together in some special activities and in the process learn to appreciate the unique strengths of your family.

If you are interested in additional information on strengthening families it can be found in the following books:

Otto, Herbert A., *More Joy in Your Marriage,* New York: Hawthorne Books, 1969. Now available from the Holistic Press, 8909 Olympic Blvd., Beverly Hills, Calif. 90211

Otto, Herbert A., *The Use of Family Strength Concepts and Methods in Family Life Education,* Beverly Hills: Holistic Press, 1975.

Satir, Virginia, *Peoplemaking,* Palo Alto: Science and Behavioral Books, 1972.

As one wise person observed, "After all is said and done, there is usually more said than done." The challenge is for you to reflect on what's happening in your family. Are there things that should be changed? If the answer is yes, then get started and do it now.

Reference

Stinnett, Nick, "The Marriage is Empty" - An Essay on Family Strengths," *The Family,* Fall 1976, 5-8.

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Leo E. Lucas, Director

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APPENDIX II

NULL HYPOTHESIS

STATISTICAL TABLES

Note to Reader: The following tables are condensed from the original six by six tables. Those wishing to inspect the original tables may request that information.

NUMBER OF YEARS AS 4-H LEADER BY
OPPORTUNITIES TO EXPRESS APPRECIATION

TABLE OF YEARS BY APPRECIA

YEARS / APPRECIA	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	5	9	23	1	.
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
1-4 YEARS	6	32	78	4	114
	.	11.90	29.00	1.49	42.38
	.	28.07	68.42	3.51	
	.	36.36	44.07	100.00	
5-9 YEARS	2	32	63	0	95
	.	11.90	23.42	0.00	35.32
	.	33.68	66.32	0.00	
	.	36.36	35.59	0.00	
10 YEARS & OVER	1	24	36	0	60
	.	8.92	13.38	0.00	22.30
	.	40.00	60.00	0.00	
	.	27.27	20.34	0.00	
TOTAL	.	88	177	4	269
	.	32.71	65.80	1.49	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	7.621	DF= 4	PROB=0.1065
PHI	0.168		
CONTINGENCY COEFFICIENT	0.166		
CRAMER'S V	0.119		
LIKELIHOOD RATIO CHISQUARE	9.031	DF= 4	PROB=0.0603

TABLE 20

NULL HYPOTHESIS 1

COMPARES QUESTIONS A & C

LEADERSHIP ROLE IN CLUB BY
OPPORTUNITIES TO EXPRESS APPRECIATION

TABLE OF LEADROLE BY APPRECIA

LEADROLE	APPRECIA				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	3 . . .	6 . . .	11 . . .	0 . . .	. .
4-H LEADER	5 . . .	55 19.30 37.93 60.44	90 31.58 62.07 47.62	0 0.00 0.00 0.00	145 50.88
ASSISTANT LEADER	1 . . .	30 10.53 25.64 32.97	83 29.12 70.94 43.92	4 1.40 3.42 80.00	117 41.05
NOT LEADER	5 . . .	6 2.11 26.09 6.59	16 5.61 69.57 8.47	1 0.35 4.35 20.00	23 8.07
TOTAL	.	91 31.93	189 66.32	5 1.75	285 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	9.412	DF= 4	PROB=0.0516
PHI	0.182		
CONTINGENCY COEFFICIENT	0.179		
CRAMER'S V	0.129		
LIKELIHOOD RATIO CHISQUARE	11.320	DF= 4	PROB=0.0232

TABLE 21

NULL HYPOTHESIS 2

COMPARES QUESTIONS B & C

STRENGTHENING FAMILY RELATIONSHIPS BY
OPPORTUNITIES TO EXPRESS APPRECIATION

TABLE OF RELATION BY APPRECIA

RELATION / APPRECIA	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	3	7	0	12
	0.68	1.03	2.40	0.00	4.11
	16.67	25.00	58.33	0.00	
	2.13	3.19	3.63	0.00	
MORE IMPORTANT	0	69	75	0	144
	0.00	23.63	25.68	0.00	49.32
	0.00	47.92	52.08	0.00	
	0.00	73.40	38.86	0.00	
IMPORTANT	4	17	87	2	106
	1.37	5.82	29.79	0.68	36.30
	3.77	16.04	82.08	1.89	
	4.26	18.09	45.08	40.00	
NOT IMPORTANT	8	8	31	3	42
	2.74	2.74	10.62	1.03	14.38
	19.05	19.05	73.81	7.14	
	8.51	8.51	16.06	60.00	
TOTAL	94	94	193	5	292
	32.19	32.19	66.10	1.71	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	40.377	DF= 4	PROB=0.0001
PHI	0.372		
CONTINGENCY COEFFICIENT	0.349		
CRAMER'S V	0.263		
LIKELIHOOD RATIO CHISQUARE	40.542	DF= 4	PROB=0.0001

TABLE 22

NULL HYPOTHESIS 3

COMPARES QUESTIONS I & C

RATING OF FAMILY BY
OPPORTUNITIES TO EXPRESS APPRECIATION

TABLE OF RATING BY APPRECIA

RATING	APPRECIA				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2 . . .	9 . . .	11 . . .	0 . . .	. .
ABOVE AVERAGE	7 . . .	61 21.63 39.35 69.32	92 32.62 59.35 48.68	2 0.71 1.29 40.00	155 54.96
AVERAGE	5 . . .	26 9.22 22.03 29.55	90 31.91 76.27 47.62	2 0.71 1.69 40.00	118 41.84
BELOW AVERAGE	0 . . .	1 0.35 11.11 1.14	7 2.48 77.78 3.70	1 0.35 11.11 20.00	9 3.19
TOTAL	.	88 31.21	189 67.02	5 1.77	282 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	15.299	DF= 4	PROB=0.0041
PHI	0.233		
CONTINGENCY COEFFICIENT	0.227		
CRAMER'S V	0.165		
LIKELIHOOD RATIO CHISQUARE	13.367	DF= 4	PROB=0.0096

TABLE 23

NULL HYPOTHESIS 4

COMPARES QUESTIONS C & J

NUMBER OF YEARS AS 4-H LEADER BY
FAMILIES SPENDING TIME TOGETHER

TABLE OF YEARS BY FAMILY

YEARS / FAMILY FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	12	24	0	.
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
1-4 YEARS	3	41	72	4	117
	.	14.91	26.18	1.45	42.55
	.	35.04	61.54	3.42	
	.	30.60	54.55	44.44	
5-9 YEARS	0	55	38	4	97
	.	20.00	13.82	1.45	35.27
	.	56.70	39.18	4.12	
	.	41.04	28.79	44.44	
10 YEARS & OVER	0	38	22	1	61
	.	13.82	8.00	0.36	22.18
	.	62.30	36.07	1.64	
	.	28.36	16.67	11.11	
TOTAL	.	134	132	9	275
	.	48.73	48.00	3.27	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	16.638	DF= 4	PROB=0.0023
PHI	0.246		
CONTINGENCY COEFFICIENT	0.239		
CRAMER'S V	0.174		
LIKELIHOOD RATIO CHISQUARE	16.883	DF= 4	PROB=0.0020

TABLE 24

NULL HYPOTHESIS 5

COMPARES QUESTIONS I & C

LEADERSHIP ROLE IN CLUB BY
FAMILIES SPENDING TIME TOGETHER

TABLE OF LEADROLE BY FAMILY

LEADROLE	FAMILY				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	1 . . .	9 . . .	10 . . .	0 . . .	. .
4-H LEADER	0 . . .	75 25.68 50.00 54.74	72 24.66 48.00 49.32	3 1.03 2.00 33.33	150 51.37
ASSISTANT LEADER	3 . . .	53 18.15 46.09 38.69	56 19.18 48.70 38.36	6 2.05 5.22 66.67	115 39.38
NOT LEADER	1 . . .	9 3.08 33.33 6.57	18 6.16 66.67 12.33	0 0.00 0.00 0.00	27 9.25
TOTAL	.	137 46.92	146 50.00	9 3.08	292 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	6.145	DF= 4	PROB=0.1886
PHI	0.145		
CONTINGENCY COEFFICIENT	0.144		
CRAMER'S V	0.103		
LIKELIHOOD RATIO CHISQUARE	6.736	DF= 4	PROB=0.1505

TABLE 25

NULL HYPOTHESIS 6

COMPARES QUESTIONS B & D

STRENGTHENING FAMILY RELATIONSHIPS BY
FAMILIES SPENDING TIME TOGETHER

TABLE OF RELATION BY FAMILY

RELATION / FAMILY	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	3	3	6	0	9
	1.00	1.00	4.00	0.00	1.00
	33.33	33.33	66.67	0.00	2.98
	2.10	2.00	4.00	0.00	
MORE IMPORTANT	1	101	41	1	143
	0.33	33.44	13.58	0.33	47.35
	0.70	70.63	28.67	0.70	
	33.33	67.33	27.33	11.11	
IMPORTANT	0	35	72	3	110
	0.00	11.59	23.84	0.99	36.42
	0.00	31.82	65.45	2.73	
	0.00	23.33	48.00	33.33	
NOT IMPORTANT	1	7	37	5	49
	0.33	2.32	12.25	1.66	16.23
	2.04	14.29	75.51	10.20	
	33.33	4.67	24.67	55.56	
TOTAL	5	146	150	9	302
	1.66	48.34	49.67	2.98	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	69.184	DF= 4	PROB=0.0001
PHI	0.479		
CONTINGENCY COEFFICIENT	0.432		
CRAMER'S V	0.338		
LIKELIHOOD RATIO CHISQUARE	70.724	DF= 4	PROB=0.0001

TABLE 26

NULL HYPOTHESIS 7

COMPARES QUESTIONS I & D

RATING OF FAMILY BY
FAMILIES SPENDING TIME TOGETHER

TABLE OF RATING BY FAMILY

RATING	FAMILY				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	3 . . .	6 . . .	11 . . .	2 . . .	. .
ABOVE AVERAGE	1 . . .	91 31.16 56.52 65.00	68 23.29 42.24 46.90	2 0.68 1.24 28.57	161 55.14
AVERAGE	1 . . .	48 16.44 39.34 34.29	71 24.32 58.20 48.97	3 1.03 2.46 42.86	122 41.78
BELOW AVERAGE	0 . . .	1 0.34 11.11 0.71	6 2.05 66.67 4.14	2 0.68 22.22 28.57	9 3.08
TOTAL	.	140 47.95	145 49.66	7 2.40	292 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	26.654	DF= 4	PROB=0.0001
PHI	0.302		
CONTINGENCY COEFFICIENT	0.239		
CRAMER'S V	0.214		
LIKELIHOOD RATIO CHISQUARE	18.529	DF= 4	PROB=0.0010

TABLE 27

NULL HYPOTHESIS 8

COMPARES QUESTIONS J & D

NUMBER OF YEARS AS 4-H LEADER BY
OPPORTUNITIES FOR COMMUNICATION

TABLE OF YEARS BY FEELINGS

YEARS / FEELINGS	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	12	22	2	.
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
1-4 YEARS	1	46	72	1	119
	.	16.61	25.99	0.36	42.96
	.	38.66	60.50	0.84	
	.	34.85	50.00	100.00	
5-9 YEARS	0	48	49	0	97
	.	17.33	17.69	0.00	35.02
	.	49.48	50.52	0.00	
	.	36.36	34.03	0.00	
10 YEARS & OVER	0	38	23	0	61
	.	13.72	8.30	0.00	22.02
	.	62.30	37.70	0.00	
	.	28.79	15.97	0.00	
TOTAL	.	132	144	1	277
	.	47.65	51.99	0.36	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	10.256	DF= 4	PROB=0.0363
PHI	0.192		
CONTINGENCY COEFFICIENT	0.189		
CRAMER'S V	0.136		
LIKELIHOOD RATIO CHISQUARE	10.686	DF= 4	PROB=0.0303

TABLE 28

NULL HYPOTHESIS 9

COMPARES QUESTIONS A & C

LEADERSHIP ROLE IN CLUB BY
OPPORTUNITIES FOR COMMUNICATION

TABLE OF LEADROLE BY FEELINGS

LEADROLE	FEELINGS				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	1 . . .	8 . . .	11 . . .	0 . . .	. .
4-H LEADER	0 . . .	84 28.57 56.00 61.76	66 22.45 44.00 42.58	0 0.00 0.00 0.00	150 51.02
ASSISTANT LEADER	1 . . .	45 15.31 38.46 33.09	71 24.15 60.68 45.81	1 0.34 0.85 33.33	117 39.80
NOT LEADER	1 . . .	7 2.38 25.93 5.15	18 6.12 66.67 11.61	2 0.68 7.41 66.67	27 9.18
TOTAL	.	136 46.26	155 52.72	3 1.02	294 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	23.951	DF= 4	PROB=0.0001
PHI	0.285		
CONTINGENCY COEFFICIENT	0.274		
CRAMER'S V	0.202		
LIKELIHOOD RATIO CHISQUARE	19.515	DF= 4	PROB=0.0006

TABLE 29

NULL HYPOTHESIS 10

COMPARES QUESTIONS B & E

STRENGTHENING FAMILY RELATIONSHIPS BY
OPPORTUNITIES FOR COMMUNICATION

TABLE OF RELATION BY FEELINGS

RELATION / FEELINGS	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	5	5	0	12
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
MORE IMPORTANT	1	91	52	0	143
	.	30.03	17.16	0.00	47.19
	.	63.64	36.36	0.00	
	.	65.47	32.30	0.00	
IMPORTANT	0	35	74	1	110
	.	11.55	24.42	0.33	36.30
	.	31.82	67.27	0.91	
	.	25.18	45.96	33.33	
NOT IMPORTANT	0	13	35	2	50
	.	4.29	11.55	0.66	16.50
	.	26.00	70.00	4.00	
	.	9.35	21.74	66.67	
TOTAL	.	139	161	3	303
	.	45.87	53.14	0.99	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	39.259	DF= 4	PROB=0.0001
PHI	0.360		
CONTINGENCY COEFFICIENT	0.339		
CRAMER'S V	0.255		
LIKELIHOOD RATIO CHISQUARE	39.370	DF= 4	PROB=0.0001

TABLE 30

NULL HYPOTHESIS 11

COMPARES QUESTIONS I & E

RATING OF FAMILY BY
OPPORTUNITIES FOR COMMUNICATION

TABLE OF RATING BY FEELINGS

RATING / FEELINGS	NO RESPONSE	MERE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	10	10	0	20
	0.68	3.41	3.41	0.00	6.83
	10.00	50.00	50.00	0.00	
	1.49	7.46	6.41	0.00	
ABOVE AVERAGE	1	82	78	1	161
	0.34	27.99	26.62	0.34	54.95
	0.62	50.93	48.45	0.62	
	0.75	61.19	50.00	33.33	
AVERAGE	0	51	71	1	123
	0.00	17.41	24.23	0.34	41.98
	0.00	41.46	57.72	0.81	
	0.00	38.06	45.51	33.33	
BELOW AVERAGE	0	1	7	1	9
	0.00	0.34	2.39	0.34	3.07
	0.00	11.11	77.78	11.11	
	0.00	0.75	4.49	33.33	
TOTAL		134	156	3	293
		45.73	53.24	1.02	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	15.230	DF= 4	PROB=0.0042
PHI	0.228		
CONTINGENCY COEFFICIENT	0.222		
CRAMER'S V	0.161		
LIKELIHOOD RATIO CHISQUARE	10.192	DF= 4	PROB=0.0373

TABLE 31

NULL HYPOTHESIS 12

COMPARES QUESTIONS J & E

LEADERSHIP ROLE IN CLUB BY
OPPORTUNITIES TO ACCOMPLISH GOALS

TABLE OF LEADROLE BY GOALS

LEADROLE	GOALS			
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	1 . . .	11 . . .	8 . . .	0 . . .	. .
4-H LEADER	1 . . .	97 33.11 65.10 58.43	51 17.41 34.23 40.80	1 0.34 0.67 50.00	149 50.85
ASSISTANT LEADER	1 . . .	56 19.11 47.86 33.73	60 20.48 51.28 48.00	1 0.34 0.85 50.00	117 39.93
NOT LEADER	1 . . .	13 4.44 48.15 7.83	14 4.78 51.85 11.20	0 0.00 0.00 0.00	27 9.22
TOTAL	.	166 56.66	125 42.66	2 0.68	293 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	9.109	DF= 4	PROB=0.0584
PHI	0.176		
CONTINGENCY COEFFICIENT	0.174		
CRAMER'S V	0.125		
LIKELIHOOD RATIO CHISQUARE	9.333	DF= 4	PROB=0.0533

TABLE 33

NULL HYPOTHESIS 14

COMPARES QUESTIONS B & F

NUMBER OF YEARS AS 4-H LEADER BY
OPPORTUNITIES TO ACCOMPLISH GOALS

TABLE OF YEARS BY GOALS

YEARS	GOALS				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2 . . .	18 . . .	18 . . .	0 . . .	. .
1-4 YEARS	1 . . .	54 19.57 45.38 33.96	64 23.19 53.78 55.65	1 0.36 0.84 50.00	119 43.12
5-9 YEARS	1 . . .	67 24.28 69.79 42.14	28 10.14 29.17 24.35	1 0.36 1.04 50.00	96 34.78
10 YEARS & OVER	0 . . .	38 13.77 62.30 23.90	23 8.33 37.70 20.00	0 0.00 0.00 0.00	61 22.10
TOTAL	.	159 57.61	115 41.67	2 0.72	276 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	14.415	DF= 4	PROB=0.0061
PHI	0.229		
CONTINGENCY COEFFICIENT	0.223		
CRAMER'S V	0.162		
LIKELIHOOD RATIO CHISQUARE	14.999	DF= 4	PROB=0.0047

TABLE 32

NULL HYPOTHESIS 13

COMPARES QUESTIONS A & F

STRENGTHENING FAMILY RELATIONSHIPS BY
OPPORTUNITIES TO ACCOMPLISH GOALS

TABLE OF RELATION BY GOALS

RELATION / GOALS	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	3	5	4	0	12
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
MORE IMPORTANT	1	104	39	0	143
	.	34.32	12.87	0.00	47.19
	.	72.73	27.27	0.00	
	.	60.47	30.23	0.00	
IMPORTANT	0	50	59	2	110
	.	16.50	19.14	0.66	36.30
	.	45.45	53.73	1.82	
	.	29.07	44.96	100.00	
NOT IMPORTANT	0	18	32	0	50
	.	5.94	10.56	0.00	16.50
	.	36.00	64.00	0.00	
	.	10.47	24.81	0.00	
TOTAL	.	172	129	2	303
	.	56.77	42.57	0.66	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	32.124	DF= 9	PROB=0.0001
PHI	0.326		
CONTINGENCY COEFFICIENT	0.310		
CRAMER'S V	0.230		
LIKELIHOOD RATIO CHISQUARE	33.136	DF= 9	PROB=0.0001

TABLE 34

NULL HYPOTHESIS 15

COMPARES QUESTIONS I & F

RATING OF FAMILY BY
OPPORTUNITIES TO ACCOMPLISH GOALS

TABLE OF RATING BY GOALS

RATING	GOALS				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2 . . .	9 . . .	11 . . .	0 . . .	. .
ABOVE AVERAGE	1 . . .	106 36.30 65.84 63.10	55 18.84 34.16 45.08	0 0.00 0.00 0.00	161 55.14
AVERAGE	1 . . .	59 20.21 48.36 35.12	61 20.89 50.00 50.00	2 0.68 1.64 100.00	122 41.78
BELOW AVERAGE	0 . . .	3 1.03 33.33 1.79	6 2.05 66.67 4.92	0 0.00 0.00 0.00	9 3.08
TOTAL	.	168 57.53	122 41.78	2 0.68	292 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	12.961	DF= 4	PROB=0.0115
PHI	0.211		
CONTINGENCY COEFFICIENT	0.206		
CRAMER'S V	0.149		
LIKELIHOOD RATIO CHISQUARE	13.672	DF= 4	PROB=0.0084

TABLE 35

NULL HYPOTHESIS 16

COMPARES QUESTIONS J & F

NUMBER OF YEARS AS 4-H LEADER BY
SUPPORT OF VALUE SYSTEM

TABLE OF YEARS BY VALUES

YEARS / VALUES	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	9	26	1	.
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
1-4 YEARS	16	34	67	3	104
	.	13.77	27.13	1.21	42.11
	.	32.69	64.42	2.88	
	.	37.78	45.58	30.00	
5-9 YEARS	13	31	40	4	84
	.	12.55	19.84	1.62	34.01
	.	36.90	58.33	4.76	
	.	34.44	33.33	40.00	
10 YEARS & OVER	2	25	31	3	59
	.	10.12	12.55	1.21	23.89
	.	42.37	52.54	5.08	
	.	27.78	21.09	30.00	
TOTAL	.	90	147	10	247
	.	36.44	59.51	4.05	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	2.509	DF= 4	PROB=0.6431
PHI	0.101		
CONTINGENCY COEFFICIENT	0.100		
CRAMER'S	0.071		
LIKELIHOOD RATIO CHISQUARE	2.525	DF= 4	PROB=0.6402

TABLE 36

NULL HYPOTHESIS 17

COMPARES QUESTIONS A & G

LEADERSHIP ROLE IN CLUB BY
SUPPORT OF VALUE SYSTEM

TABLE OF LEADROLE BY VALUES

LEADROLE / VALUES	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	1	6	11	2	.
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
4-H LEADER	18	49	77	6	132
	.	18.56	29.17	2.27	50.00
	.	37.12	59.33	4.55	
	.	52.69	47.53	66.67	
ASSISTANT LEADER	12	38	65	3	106
	.	14.39	24.62	1.14	40.15
	.	35.85	61.32	2.83	
	.	40.86	40.12	33.33	
NOT LEADER	2	6	20	0	26
	.	2.27	7.58	0.00	9.85
	.	23.06	76.92	0.00	
	.	6.45	12.35	0.00	
TOTAL	.	93	162	9	264
	.	35.23	61.36	3.41	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	3.950	DF=	4	PROB=0.4129
PHI	0.122			
CONTINGENCY COEFFICIENT	0.121			
CRAMER'S V	0.086			
LIKELIHOOD RATIO CHISQUARE	4.871	DF=	4	PROB=0.3008

TABLE 37

NULL HYPOTHESIS 18

COMPARES QUESTIONS B & G

STRENGTHENING FAMILY RELATIONSHIPS BY
SUPPORT OF VALUE SYSTEM

TABLE OF RELATION BY VALUES

RELATION VALUES

FREQUENCY / PERCENT / ROW PCT / COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	5	2	5	0	12
	.	.	.	.	.
	.	.	.	.	.
	.	.	.	.	.
MORE IMPORTANT	6	69	65	4	138
	.	25.00	23.55	1.45	50.00
	.	50.00	47.10	2.90	
	.	71.13	38.69	36.36	
IMPORTANT	16	24	68	2	94
	.	8.70	24.64	0.72	34.06
	.	25.53	72.34	2.13	
	.	24.74	40.48	18.18	
NOT IMPORTANT	6	4	35	5	44
	.	1.45	12.68	1.81	15.94
	.	9.09	79.55	11.36	
	.	4.12	20.83	45.45	
TOTAL	.	97	168	11	276
	.	35.14	60.87	3.99	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	35.719	DF= 4	PROB=0.0001
PHI	0.360		
CONTINGENCY COEFFICIENT	0.339		
CRAMER'S V	0.254		
LIKELIHOOD RATIO CHISQUARE	36.790	DF= 4	PROB=0.0001

TABLE 38

NULL HYPOTHESIS 19

COMPARES QUESTIONS I & G

RATING OF FAMILY BY
SUPPORT OF VALUE SYSTEM

TABLE OF RATING BY VALUES

RATING / VALUES	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	4	3	13	2	.
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
ABOVE AVERAGE	17	63	77	5	145
	.	23.77	29.06	1.89	54.72
	.	43.45	53.10	3.45	
	.	65.63	48.13	55.56	
AVERAGE	11	30	78	4	112
	.	11.32	29.43	1.51	42.26
	.	26.79	69.64	3.57	
	.	31.25	48.75	44.44	
BELOW AVERAGE	1	3	5	0	8
	.	1.13	1.89	0.00	3.02
	.	37.50	62.50	0.00	
	.	3.13	3.13	0.00	
TOTAL	.	96	160	9	265
	.	36.23	60.38	3.40	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	7.999	DF= 4	PROB=0.0916
PHI	0.174		
CONTINGENCY COEFFICIENT	0.171		
CRAMER'S V	0.123		
LIKELIHOOD RATIO CHISQUARE	8.399	DF= 4	PROB=0.0780

TABLE 39

NULL HYPOTHESIS 20

COMPARES QUESTIONS J & G

NUMBER OF YEARS AS 4-H LEADER BY
OPPORTUNITIES TO POSITIVELY DEAL WITH PROBLEMS

TABLE OF YEARS BY PROBLEMS

YEARS / PROBLEMS	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	10	26	0	38
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
1-4 YEARS	5	30	84	1	115
	.	11.11	31.11	0.37	42.59
	.	26.09	73.04	0.87	
	.	32.97	48.28	20.00	
5-9 YEARS	0	34	61	2	97
	.	12.59	22.59	0.74	35.93
	.	35.05	62.89	2.06	
	.	37.36	35.06	40.00	
10 YEARS & OVER	3	27	29	2	58
	.	10.00	10.74	0.74	21.48
	.	46.55	50.00	3.45	
	.	29.67	16.67	40.00	
TOTAL	.	91	174	5	270
	.	33.70	64.44	1.85	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	9.527	DF= 4	PROB=0.0492
PHI	0.188		
CONTINGENCY COEFFICIENT	0.185		
CRAMER'S V	0.133		
LIKELIHOOD RATIO CHISQUARE	9.478	DF= 4	PROB=0.0502

TABLE 40

NULL HYPOTHESIS 21

COMPARES QUESTIONS A & H

LEADERSHIP ROLE IN CLUB BY
OPPORTUNITIES TO POSITIVELY DEAL WITH PROBLEMS

TABLE OF LEADROLE BY PROBLEMS

LEADROLE	PROBLEMS				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	1 . . .	5 . . .	13 . . .	1 . . .	. .
4-H LEADER	7 . . .	57 19.86 39.86 59.38	85 29.62 59.44 45.45	1 0.35 0.70 25.00	143 49.83
ASSISTANT LEADER	1 . . .	33 11.50 28.21 34.38	81 28.22 69.23 43.32	3 1.05 2.56 75.00	117 40.77
NOT LEADER	1 . . .	6 2.09 22.22 6.25	21 7.32 77.78 11.23	0 0.00 0.00 0.00	27 9.41
TOTAL	.	96 33.45	187 65.16	4 1.39	287 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	7.433	DF= 4	PROB=0.1147
PHI	0.161		
CONTINGENCY COEFFICIENT	0.159		
CRAMER'S V	0.114		
LIKELIHOOD RATIO CHISQUARE	7.757	DF= 4	PROB=0.1009

TABLE 41

NULL HYPOTHESIS 22

COMPARES QUESTIONS B & H

STRENGTHENING FAMILY RELATIONSHIPS BY
OPPORTUNITIES TO POSITIVELY DEAL WITH PROBLEMS

TABLE OF RELATION BY PROBLEMS

RELATION PROBLEMS

FREQUENCY / PERCENT / ROW PCT / COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	2	4	6	0	.
	.	.	.	.	.
	.	.	.	.	
	.	.	.	.	
MORE IMPORTANT	4	73	66	1	140
	.	24.66	22.30	0.34	47.30
	.	52.14	47.14	0.71	
	.	75.26	34.02	20.00	
IMPORTANT	4	15	88	3	106
	.	5.07	29.73	1.01	35.81
	.	14.15	83.02	2.83	
	.	15.46	45.36	60.00	
NOT IMPORTANT	0	9	40	1	50
	.	3.04	13.51	0.34	16.89
	.	18.00	80.00	2.00	
	.	9.28	20.62	20.00	
TOTAL	.	97	194	5	296
	.	32.77	65.54	1.69	100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	45.975	DF= 4	PROB=0.0001
PHI	0.394		
CONTINGENCY COEFFICIENT	0.367		
CRAMER'S V	0.279		
LIKELIHOOD RATIO CHISQUARE	47.611	DF= 4	PROB=0.0001

TABLE 42

NULL HYPOTHESIS 23

COMPARES QUESTIONS I & G

RATING OF FAMILY BY
OPPORTUNITIES TO POSITIVELY DEAL WITH PROBLEMS

TABLE OF RATING BY PROBLEMS

RATING	PROBLEMS				
FREQUENCY PERCENT ROW PCT COL PCT	NO RESPONSE	MORE EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	TOTAL
NO RESPONSE	4 . . .	4 . . .	14 . . .	0 . . .	. .
ABOVE AVERAGE	5 . . .	64 22.22 40.76 65.98	92 31.94 58.60 49.46	1 0.35 0.64 20.00	157 54.51
AVERAGE	1 . . .	32 11.11 26.23 32.99	86 29.86 70.49 46.24	4 1.39 3.28 80.00	122 42.36
BELOW AVERAGE	0 . . .	1 0.35 11.11 1.03	8 2.78 88.89 4.30	0 0.00 0.00 0.00	9 3.13
TOTAL	. .	97 33.68	186 64.58	5 1.74	288 100.00

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	10.986	DF= 4	PROB=0.0267
PHI	0.195		
CONTINGENCY COEFFICIENT	0.192		
CRAMER'S V	0.138		
LIKELIHOOD RATIO CHISQUARE	11.569	DF= 4	PROB=0.0209

TABLE 43

NULL HYPOTHESIS 24

COMPARES QUESTIONS J & H